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ABSTRACT

Students in grades seven, nine, and eleven from 38 post-primary state and private schools in Melbourne, Australia were given a language attitude survey. A structured interview schedule was administered to school staff representatives. Data analysis was guided by a review of language policy as expressed in official reports and an original ethnolinguistic vitality model for schools. Major findings are cited. A highly complex language situation and low institutional support for migrant-oriented programs and services exist in these schools. Bilinguals hold more favorable attitudes toward ethnic language maintenance and bilingual education than do monolinguals. The perceived attitudes of parents, friends, and teachers differed between monolinguals and bilinguals, with the former reporting consistently negative attitudes and the latter generally positive. Reasons indicated by monolinguals for bilingual education were the ability of monolinguals to learn a new language and of migrants to learn more subject matter. Bilinguals indicated bilingual learning would enable migrants to continue learning their own language. The findings, presented in text and tables, yield implications and recommendations of use to educators. Appendices provide samples of the student opinion survey and the student language attitude study, and a synopsis of the pilot study. (Author/JK)

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LA TROBE UNIVERSITY

# EXPLORING STUDENT ATTITUDES IN AUSTRALIA TOWARDS ETHNIC LANGUAGE MAINTENANCE AND BILINGUAL EDUCATION

RESEARCH REPORT

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# EXPLORING STUDENT ATTITUDES IN AUSTRALIA TOWARDS ETHNIC LANGUAGE MAINTENANCE AND BILINGUAL EDUCATION


## ABSTRACT

The focus of the study was to determine students' attitudes and their perceptions of attitudes of parents, teachers and peers towards ethnic language maintenance and bilingual education. The sample consisted of 38 post-primary state and private schools in Melbourne, randomly selected on the basis of size of enrolment. A ten per cent sample of students at years 7, 9 and 11 was drawn from each school. A language attitude instrument was used to survey the students. A structured interview schedule was administered to school staff representatives. The analysis of data from these sources was guided by both a review of language policy as expressed in official reports and an original ethnolinguistic vitality model for schools. Major findings included the following: (1) A highly complex language situation obtained in Melbourne post-primary schools coupled with low institutional support for migrant-oriented programmes and services. (3) Bilinguals reported consistently more favourable attitudes towards ethnic language maintenance and bilingual education than did monolinguals. (3) The perceived attitudes of parents, friends and teachers differed between monolinguals and bilinguals, with the former reporting consistently negative attitudes and the latter being generally positive. (4) The most preferred reasons for bilingual learning indicated by monolinguals were that 'monolinguals can learn a new language', and 'migrants can learn more subject matter'. The most preferred rationale proposed by bilinguals was that 'migrants can continue to learn their own language' by means of bilingual education. Analysis of all these data in the study yielded a set of implications and recommendations which should be of use to educational administrators and to educators.

Foreword and Acknowledgements

Bilingual Education concerns educationalists, the general public, including parents and the school population. However one cannot take for granted that this approach to education is fully understood. One can assume that most people in Australia have come across the term and would have a vague understanding of its meaning. Few could give details or refer to examples of bilingual schooling abroad or in Australia with the exception of recently trained teachers or those who have extended their education by further study in the last few years.

Generally little is known about bilingual education in Australia beyond the fact that it entails instruction through the medium of more than one language. What is of greater import is the confusion surrounding the aims of bilingual education. This applies equally to the established Aboriginal bilingual school programs in the Northern Territory and those envisaged for non-Aboriginal linguistic minority children. Australians are not unique in associating a multiplicity of aims, often contradictory, with bilingual education. The situation in other English-speaking countries and elsewhere is strikingly similar. Bilingual education is seen by some as an instrument for learning the dominant language, in other words, it is a transitional program to be phased out as soon as possible. Others emphasize its language maintenance aspect and wish to offer it at all levels. Those who see a cognitive advantage in bilingualism, and therefore set a high priority on effective second language learning, advocate it as a general school program to be offered to all students, irrespective of monolingual or bilingual backgrounds.

This investigation probes the perception of bilingual education by its potential clientele. We educators are sensitive to the opinions of policy makers, the general public, parents and our professional colleagues but rarely consider the actual recipients, the students. Yet, one can argue the importance of their opinions both on ethical and practical grounds. The latter is important as successful implementation of bilingual education in whatever form depends to a significant degree on the receptiveness of students. This study is therefore concerned with the students' own attitudes to bilingual education. We also consider the attitudes students attribute to parents, friends and teachers, in an attempt to identify significant influences on students' attitudes.

Since we were interested in student attitudes and classroom climate, as a mediating variable in the successful implementation of bilingual education and programs for ethnic language maintenance, we required an instrument that would be efficient for teachers to administer and interpret. The development of such an instrument has been a second focus of the present investigation.

We are conscious of the need to gain an understanding of the institutional support given to migrant oriented activities, services and programs in schools including bilingual education and ethnic language maintenance. Knowledge of institutional support per se and of its impact on student attitudes are of great interest to us. In the present study, only an initial exploration of these important areas was possible.

This study was made possible by the assistance of many others. We are indebted to:

(a) Participating schools:

The great majority of schools approached to seek their co-operation not only made themselves available but expressed strong interest in the research and wish to obtain feedback on the results. We wish to thank the principals, teachers and students for their help.

(b) Research assistants:

Ms. M. Robson and Mrs. S. Tants carried out the field work and coding of the questionnaires with skill and enthusiasm. Mrs. D. Worrell assisted in the computer analysis of the data. We are most grateful for their efforts.

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We were at all times assured of our colleagues' interest and support. We were especially grateful for secretarial services provided by the School.

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LANGUAGE ATTITUDE RESEARCH PROJECT

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# CHAPTER I

## Introduction

### Official Views on Language Teaching and Bilingual Education in Australia

The general uncertainty about the role of language learning* and bilingual education, within the school and the larger community, has prompted us to undertake this investigation. We judged that as opinions firm in support of some types of language maintenance provisions the attitude of students to the language issue will play a significant role. If students undervalue language learning, our growing national commitment to multicultural curricula may be jeopardised. We assumed that student attitudes towards language learning would be shaped by their own evaluation but also by the perceived evaluation of significant others.

As the official policy of schools is linked with our national educational policy, a brief review of pronouncements and recommendations concerning multicultural education in reports published under the auspices of the Commonwealth of Australia may be pertinent here. It should show how the desire to offer children in Australia, including migrant children, a fair educational program, led to the concept of multicultural education; and how this concept is being interpreted in practical terms. In particular, it is of interest to see what importance is accorded to the linguistic component of a multicultural curriculum. It is the Schools Commission Report (1975) which made the significant declaration that 'Australia is a multicultural society', (p.88). The Report approves of the continuation of the multicultural nature of our society by recognising the desire of

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* In this report language learning refers to the study of a language other than English.

migrants 'to maintain dual cultural identity within a framework of Australian allegiance and to keep this possibility open for their children' (p. 88). Throughout the chapter devoted to the 'Education of Migrant Children'(pp. 88-95), the focus is on learning English and the 'maintenance of home culture through schooling' (p.88). The teaching of ethnic languages is implied rather than explicitly stated, e.g. '...the multicultural reality of Australian society needs to be reflected in school curricula - languages, social studies, history, the arts and crafts - in staffing and in school organisation (p. 91) and later, 'There is a need for a range of in-service and pre-service courses relevant to the education of ethnic minorities, including the teaching of ethnic languages and culture, the training of interpreters and social workers, the sociological study of multicultural societies, and overseas teacher exchanges' (p. 92).

The cautious approach to language teaching is counter-balanced by suggestions noting the need for experimentation with bilingual approaches and their possible relevance to the minority child.

> ...there is an urgent need to offer intensive and prolonged assistance to some students who arrive in late childhood or in adolescence. At present quite inadequate attention is given to their needs. A variety of approaches is required, including the provision of multilingual bridging schools where general education could be continued in the home language but with progressive transfer to English as the language of instruction. This support would need to continue over a period and could be combined with facilities for the instruction of adults. Such open centres might also be seen as relevant to the language needs of children and adults of other than migrant background. The Commission will be prepared, in association with system authorities, to support a number of these multicultural schools as one of its national and system level projects (see 17.20). (pp. 90-91)

and

> There is a need to experiment with new approaches and networks which will combine provision for school-aged and adult learners

some articulation between ethnic and ordinary schools and permit a range of bilingual approaches to be adopted and tested. (p. 92)

In contrast to the Schools Commission Report (1975), a year later the Report of the Committee on the Teaching of Migrant Languages in Schools gave unequivocal support to language teaching in its recommendations for primary schools.

2:1 All children should be given the opportunity to acquire an understanding of other languages and cultures from the earliest years of primary school. (2.5) (p. 35)

With respect of secondary schools, the Committee is less prescriptive

3:1 Opportunities for students to learn modern languages at the secondary level need to be wider than at present. (3.1 - 3.4) (p. 59)

The Report makes helpful recommendations as to how the language and intercultural components of the primary and secondary school curricula can be strengthened.

Bilingual education is seen as a practical solution for meeting the needs of some migrant students.

Primary:

2:5 Bilingual education programs would appear to be feasible and especially appropriate in primary schools in which there are high enrolments of children from particular ethnic groups. Schools should be encouraged and assisted to develop and implement such programs where the local circumstances are favourable. (2.24) (p.36)

Secondary:

3:12 Bilingual education offers a viable approach particularly to the educational problems of secondary students lacking facility in English. (3.4, 3.25, 3.28) (p. 60)

In 1977 the Australian Ethnic Affairs Council in its submission to

the Australian Population and Immigration Council expressed the ideals of social cohesion, equality and cultural identity for multicultural Australia. In keeping with the ideals the Council made some 'proposals for policy'. One of the proposals advocates language learning for all students:

> (d) Schools (individually or in conjunction with others) be given incentives to develop community language education for children of non-English-speaking origin who wish to become or remain fluent in their mother-tongue and for children of English-speaking origin who wish to learn another language as a community language in its own right or as preparation for later academic study of that language. (pp. 12-13)

Bilingual education is also recommended but deemed only applicable to non-fluent speakers of English.

> (c) Schools (operating individually or in conjunction with other schools) be given incentives to develop bilingual education for students who enter the school system fluent only in a language other than English. (p. 12)

In addition, both the teaching of English and 'ethnic studies' receive strong support in their proposals.

The Galbally Report 1978, by adopting Taylor's (1891) definition of culture, omits the explicit mention of the language component. Consequently in its recognition and approval of the cultural and social diversity existing in Australia the multilingual aspect of diversity is not mentioned.

> 9.1 We recognise the extensive cultural and racial diversity existing in Australia and we are conscious of the problems and the advantages to the nation such diversity presents.

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> 9.6 We are convinced that migrants have the right to maintain their cultural and racial identity and that it is clearly in the best interests of our nation that they should be encouraged and assisted to do so if they wish. (p. 104)

In general terms therefore the Report expresses the opinion that

> 9.9 the cultural and racial differences which exist among us must be reflected in educational programs designed to foster intercultural and interracial understanding. (p. 105)

Although the language component is not explicitly mentioned in the general discussions on multiculturalism

> 3.1 the critical role the English language plays in enabling migrants to have access to Australian society and its institutions (p. 37)

is strongly emphasised. The whole of Chapter 3 is devoted to the teaching of English. The importance attached to English is clear.

> 3.9 We recommend that the Commonwealth provide an extra $10m over the next three years to government and non-government school systems for the teaching of English as a second language, the funds to be distributed so as to reflect the needs of children of non-English speaking background in different areas.

However, the Committee is not unaware of other languages and bilingual education. They are mentioned briefly in the body of the report in the chapter on 'Education for a Multicultural Society'.

> 9.11 In broad terms, however, it can be said that our schools and school systems should be encouraged to develop more rapidly various initiatives aimed at improving the understanding of the different histories, cultures, languages and attitudes of those who make up our society. This greater understanding can be achieved in a range of ways - for example through greater allocation of resources to the teaching of histories, cultures and languages (both English and other languages), through development of bilingual teaching, through better teacher education in these fields, both before and during teachers' active careers, through development of curriculums and

essential materials and through greater involvement of parents and the community.

9.12 We describe in an Appendix[2] some of the initiatives already being undertaken at Commonwealth government level and in the government and non-government school systems. There are, for example:

(a) various programs promoting the teaching of community languages and cultures - though there are claims that limitations on resources severely restrict their quality and coverage, and most are confined to primary schools;

(b) a few examples of bilingual approaches to education - some introduced as experiments;

The recommendation to allocate $5m for multicultural education over a period of three years does not specify the proportion to be spent on language teaching, bilingual education or other components of multicultural education. The relative importance of these components is left open for interpretation so that bilingual education, for example, may receive little support. On the other hand, precisely because of its broad wording the Report makes the extension and expansion of language teaching and bilingual education possible.

In 1979 we saw the publication of several documents. One of these is 'Perspectives in Multicultural Education', a paper drawn up by the Committee on Multicultural Education of the Australian Ethnic Affairs Council (1979). The Council reiterates its previous strong support for language maintenance in Australia. It gives a balanced

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(2) See Appendix 80

(c) some programs directed at encouraging a multicultural perspective (most notably the Ten Schools Project in South Australia) (pp. 106-7)

view on what is ideal and what can be expected realistically.

Views on language teaching:

> Ideally, then, all Australian children should be provided with a wide choice of language programmes. In pursuing such an ideal, however, many minor and major problems are likely to arise in relation to the availability of resources, the supply of qualified teachers, matters of timetabling and of competition from other priority subject areas. (p. 10)

Views on bilingual education:

> This Committee believes that it is necessary to face the reality that the ideal of complete equality in educational opportunities can be approximated only to varying degrees. At the same time, it also believes that even such approximations will be of value not only to minority groups but to Australian society in general. It sees bilingual education programmes as a desirable and significant element in the total spectrum of needs of multicultural education, recognizing that there may have to be a wide variety of different types of such programmes. (pp. 17-18).

The Report of the Committee on Multicultural Education to the Schools Commission (1979) is similarly supportive:

> 2.7 ...it envisages a notion which gives formal recognition to ethnic groups, and the culture, language and values of these groups within the framework of Australian society. (p. 7)

> 5.15 The Committee supports the move towards the introduction of community language teaching programs and bilingual educational programs in schools. (p. 31)

A substantial part of the report is devoted to the justification and success of implementation of such programs. These programs should be based on the principle that 'in a multilingual nation diversity is intrinsically a good thing' (p. 8) and need not clash with:

> 2.11 there being a common thread of values to which different groups may give a common allegiance... (p. 8).

The Commonwealth Education Portfolio Discussion Paper on Education in a Multicultural Australia (1979) goes further than most other reports in that it shows in tabulated form how language learning and bilingual education satisfy general educational aims and specific objectives in Australia. The rest of the table shows how Social Studies are linked with social diversity and cohesion which are not seen as mutually exclusive. On this latter point there seems to be a fair consensus of opinion. (See Table 1.1.)

Significantly, the Paper points out that programs overlap and could fulfil a number of the specific aims and objectives. For example, community language programs could play a role in almost all of them.

Although not directly linked with education it may be pertinent to mention here the Australian Population and Immigration Council and the Australian Ethnic Affairs Council Paper on 'Multiculturalism and its Implications for Immigration Policy'.

In summing up the links between immigration policy and the development of multicultural features of Australian society, the Paper gives language maintenance guarded support. Despite the recognition of its humane, social enrichment and international relations aspect, language teaching must not compete with the teaching of English.

Table 1.1

Multicultural Education: Aims, Objectives and Possible Curriculum Programs

| Aims | Specific Objectives | Possible Programs |
|---|---|---|
| Interaction | To encourage the retention of the linguistic skills of bilinguals and to develop such skills in interested monolinguals.<br><br>To increase communication across cultural boundaries i.e. through language and social skills | Languages<br>(a) Community, modern (European and Asian) and Aboriginal. Sociolinguistic emphasis. Bilingual programs |
| Equality | To give all the opportunity to learn English to the best of their ability.<br><br>To compensate for communication difficulties | Languages<br>(a) English as a second language program<br>(b) English language enrichment programs for all students who would benefit (immigrant, Aborigines and Anglo-Celts)<br>(c) Bilingual programs |

(Extract based on Commonwealth Education Portfolio Discussion Paper, p.30)

> The continued use of ethnic community languages can be an enrichment of the Australian cultural scene, a valuable asset in our international relations and a humane and effective method of facilitating the settlement of migrants and their families. We support the teaching of such community languages, to the extent that resources and other commitments permit, and the increased provision of interpreters and publications in migrant languages. However, such aids to the non-English-speaking immigrant should not be such as to remove, or significantly reduce, the incentive and opportunity to learn English, which must remain the primary means of communication in Australian society. We look to the steady development of facilities to enable the migrant to acquire the language of his new country. (pp. 13-14)

Finally the Australian Institute of Multicultural Affairs (1980) 'Review of Multicultural and Migrant Education' deserves attention. The Review addresses itself to issues arising out of 'Australian Multiculturalism' which demands that

> all Australians be afforded equality of opportunity to participate in the life of the nation and maintain their ethnic and cultural heritage within the law and the accepted political framework. (p. VII)

The Review declares special interest in four areas of multicultural education. These key concerns are:

1. the availability of English-language teaching for those who need it
2. the opportunity to study community languages and cultures
3. support for ethnic schools
4. the development of a multicultural perspective in educational curricula (p. VIII)

It is important to note that 1, 2 and 4 of the above receive attention in all the reports we have mentioned. The third area, namely ethnic schools, is also discussed in other documents, e.g. Report of the Committee in the Teaching of Migrant Languages in Schools (1976),

The Australian Ethnic Affairs Council (1977), but we have not referred to this issue as it is outside the scope of our concern with full day-time schooling.

Despite the acknowledgement of the importance of the study of community languages and cultures, only one of the recommendations in 'Summary of Conclusions and Recommendations' mentions community languages.

> Recommendation 4.1: It is recommended that the Commonwealth seek to develop with the States, machinery for the uniform collection of quantitative and qualitative information in respect of the need for and the provision of all aspects of multicultural education, including studies of cultural diversity, community languages and English as a second language. This information should be in such a form as to provide a clear base for policy development, planning, and monitoring. (p. IX-X)

As this recommendation is concerned with research it cannot be expected to have an immediate impact. Where community languages feature prominently is the list of recommendations concerning tertiary institutions. There are six recommendations intended to strengthen and extend community language classes at this level. Since we are primarily concerned with school children we will not comment on this question here.

In Chapter 2, 'Education in a Multicultural Society', the Review describes the present situation and makes suggestions. In this context, both language learning and bilingual education are mentioned. The former has the Institute's full support, the latter is treated with reservation.

> The teaching of languages used in the Australian community is of importance to Australians of all backgrounds in a variety of ways, and the opportunity to learn these languages should be available at all educational levels both within and outside the formal educational system.

> Overseas experience of bilingual education dates back nearly three decades and in recent years a number of schools in Australia have introduced bilingual education programs where there is a high concentration of children from the same non-English speaking background. The role and practice of bilingualism however, remain the subject of considerable debate amongst educationalists. (p. 2.6)

In addition to identifying the key issues of community language teaching and bilingual education, the Institute reports on views expressed on these questions in a sympathetic manner and some detail. The reporting is illustrative in nature and optimistic in tone. Unfortunately the pleasing examples it provides appear to be fairly sporadic. The representative sample of schools we have surveyed for collecting our data did not include schools with particular language teaching or bilingual education programs.

If we wish to place language learning in the context of the school curriculum, the Curriculum Development Centre's paper on the 'Core Curriculum for Australian Schools' (1980) can serve as a guide. The paper stresses that the core curriculum should not be defined as a set of compulsory subjects. What is needed is

> *that subject* matter, *teacher-learning* processes *and learning* situations *should be organised around a set of aims, principles and values which relate to the defined characteristics and major needs of contemporary society and all youth.* (p. 13)

Among the fundamental learnings comprising the core, the paper lists culture. The core ought to:

- focus on general, universal elements in culture for present and future life, i.e., the common culture

- acknowledge the plural, multicultural nature of our society and seek a form of cultural-social integration which values interaction and free communication amongst diverse groups and sub-cultures, i.e. the common multiculture. (p. 15)

Accordingly culture can and should enter into all the nine knowledge areas specified by the paper and not only into the knowledge areas identified as (4) social, cultural and civic studies and (8) moral reasoning and action, value and belief systems.

Knowledge as seen under the heading 'communication' is strongly supportive of the mastery of English language skills, but casts doubt on the learning of other languages.

> COMMUNICATION
> Communication includes both verbal and non-verbal modes and relates equally to knowledge and feeling - and these frequently interact, as for example in face-to-face conversation. We must select for the core, those which are basic and essential. Language studies are an indispensable tool in many areas of learning and are intimately related to student thinking and expression. They include listening, speaking, reading and writing, which should be kept in balance throughout the school years. Non-verbal communication is equally a fundamental part of social life. Visual learning directs students towards an understanding and appraisal of the mass-media and visual competence is necessary in many school subjects. Body communication, apart from its significance in everyday life, has a central place in several of the arts. Should the core include languages other than English? Despite the persuasive arguments advanced for foreign and 'ethnic' languages, it would be difficult at present to justify these as part of a practical core for all students. What is indisputably essential is that all Australians should become competent users of the English language. How far the core should and could extend to include any language other than English is a question over which educators are divided and the Centre would wish to have more discussion - and evidence - on this point. (p. 13)

The exclusion of language learning from the core curriculum, despite official recommendations, is indicative of the prevailing uncertainty

among educators and the general public as to the value of such studies. In our opinion these doubts are linked to the ethnolinguistic vitality of immigrant groups. Official pronouncements refer to them as the group 'migrants' versus the other group 'Anglo-Australians', although diversity within the migrant group is acknowledged. If regarded as a single group some of their attributes can lend them sufficient vitality to attract official support on the national level. However, if stress is placed on the heterogeneous nature of our migrant population, the complexities arising from diversity can appear insoluble and block action.

Since schools have to cater for individuals and relatively small groups, ethnolinguistic diversity poses a serious problem. It may also weaken the vitality of a given minority group when a number of others are competing for attention. The Multilingual Project (Claydon, Knight and Rado, 1977; Foster, Rado and Rowley, 1980) offers one possible solution. This and other provisions demand a special effort from the school administration and staff. Such effort is not readily forthcoming. Perhaps this is due to lack of pressure from the students themselves.

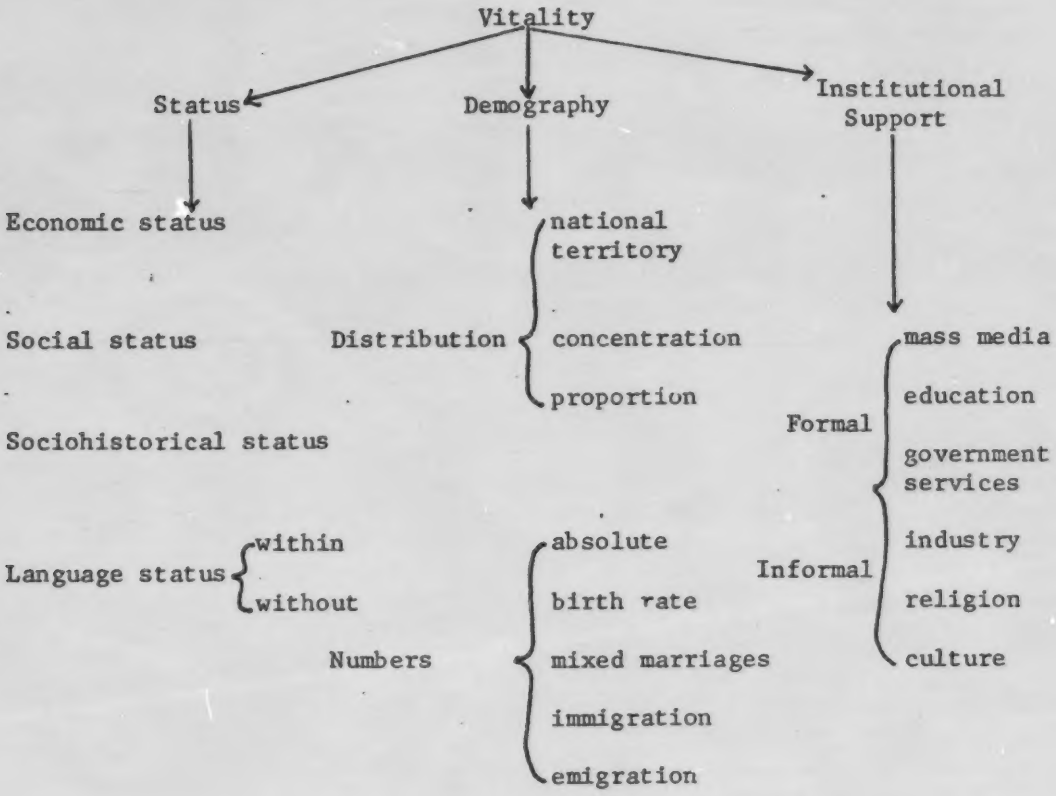
## Ethnolinguistic Vitality in Schools

In order to understand better the attitudes of students to language learning and bilingual education, we thought it useful to conceptualise the school situation with the help of an ethnolinguistic vitality model. In this we were guided by Giles et al * (1977) who have proposed a systematization of the many situational variables operating in a given intergroup situation. Their structural analysis

focuses on three variables which in combination may permit an ethnolinguistic community to survive as a viable group.

Figure 1

A Taxonomy of the Structural Variables Affecting Ethnolinguistic Vitality




* Giles et al , 1977, p. 309

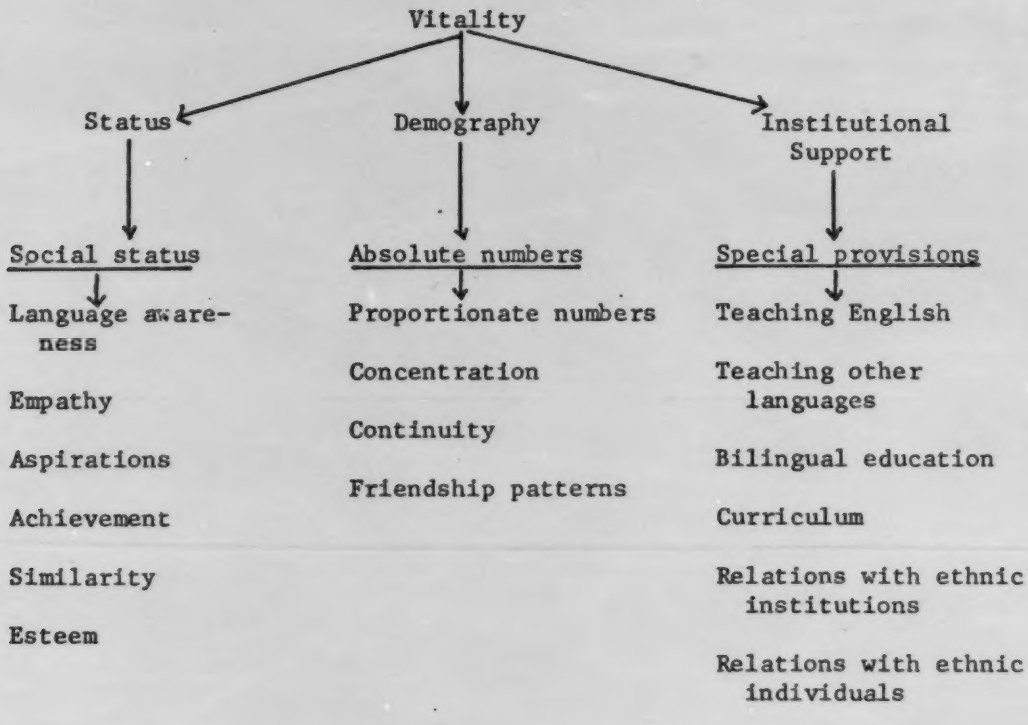
Clyne's (1980) analysis of the 1976 Census data has given us some insights into the number and distribution of speakers of languages other than English in Australia. Information on the ethnic composition of local communities is a first step in understanding the school's immediate environment. For a detailed analysis we need additional data and procedures.

The Giles et al model can help to illuminate a group's position in the community in general. If we are interested in understanding the forces operating specifically in the school situation, we need an additional model. These two models could help to clarify both situations and the way they influence each other.

The school ethnolinguistic vitality model we have developed has links with Giles' model. We have retained the three main categories of status, demography and institutional support, but our sub-categories on the whole are different. It can be considered an original contribution as it is sufficiently distinctive. In addition to its theoretical interest it has practical value as an instrument for analysing multi-ethnic school situations.

Figure 2

Structural Variables Affecting Ethnolinguistic Vitality Within a School




The ethnolinguistic taxonomy in Figure 2 deserves further elaboration since factors may be differently perceived by teachers and students. In the following discussion, A represents the teachers' perspective and B the students'.

1. STATUS

1.1 Social Status

A. The social status of the children per se may not be of particular importance. The perceived intergroup similarity or difference, particularly in relation to the dominant group could be of greater significance (e.g. middle class Vietnamese children in a primary school with a predominantly working class population).

B. Minority children who differ in social status from the rest of their peers may have to shoulder an additional burden which could add to their sense of alienation.

1.2 Language awareness

A. Many adults in Australia including teachers are aware of the presence of languages other than English in the community. Probably they would be more familiar with those whose speakers have had a relatively long history of residence in Australia, e.g. Italian, Greek. They would have heard these languages spoken and seen them in print. Teachers will have had students belonging to these groups as pupils. On the basis of such experiences they may have formed favourable judgments about these languages. More recently introduced languages to Australia could be ill-received as they add difficulties to an already complex linguistic situation. This could be aggravated if the written form does not use the Roman alphabet. On the other hand the writing system in its

strangeness may provoke respect.

B. Children who realize that teachers are totally ignorant of their home language might find it more difficult to establish a secure position in the school, to see themselves as part of the school.

1.3 Empathy

A. The degree to which teachers sympathise with the causes of immigration with respect to different groups may affect the way the children are handled. The interests of some political refugee children may be pursued with greater zeal than the interests of those whose parents migrated for purely economic reasons.

B. Students who feel unwanted may try not to draw attention to themselves, may want to submerge.

1.4 Aspirations

A. If children show high educational aspirations the school is more likely to make an effort to meet their needs. Aspirations are often judged by classroom behaviour, attendance, study and reading habits, future educational and career plans.

B. If the school does not recognize student aspirations this may lead to individual and group disaffection resulting in low status perceptions.

1.5 Achievement

A. Closely linked to judgments about aspirations are the reactions to students' formal and informal test results. Good test results stimulate teachers to pay particular attention to students.

B. High achievers often feel secure and have a positive self-image. This could be enhanced if other members of their group are also doing well at school.

1.6 Similarity

A. Perceived similarity of some groups with the dominant group may lend them status. In particular, classroom and play-ground behaviour conforming to Australian norms may reflect favourably on these students. On the other hand too much diversity with respect to dominant vs minority and minority vs minority may result in an overall rejection of behaviour which does not conform with school expectations.

B. If the norms of behaviour of home and school are congruent and if the majority of children easily espouse the school norms, students individually and in groups should feel well established and there should be no cause for undue competition.

1.7 Esteem

A. A combination of the above would determine whether a group enjoys a high, medium or low esteem in a school.

B. Students' satisfaction with their identity is linked with the esteem they and their group command in the school.

2. DEMOGRAPHY

2.1)
)
2.2) Absolute/proportionate numbers and concentration of numbers.
)
2.3)

A. Absolute and proportionate numbers concern the whole school, whereas concentration of numbers may become significant for a particular class or age group. Greater numbers may help to legitimise the needs of a group.

B. Where numbers favour a group, we hypothesize that the group's self-confidence will increase. This may be the case of numbers in relation with the dominant group but also vis-à-vis other minority groups.

2.4 Continuity

A. Ready acceptance by the school is sometimes due to the presence of a group over a relatively long period of time as well as regular attendance of individuals belonging to that group. When planning programs, schools are more likely to take cognizance of stable groups.

B. A long history of association with the school and a reputation of taking schooling seriously places minority students in a favourable position enhancing their self-esteem.

2.5 Friendship patterns

A. The proportion of intra group vs inter group friendships involving minority-dominant and minority-minority pairs could affect the degree to which teachers see the school population as homogeneous or heterogeneous. It is the proportion of minority-dominant friendship pairs that may be crucial here.

B. From the minority students' point of view, out-group friendships with the dominant group may be influenced by the wish to pass into that group but it may also indicate an equalisation (rapprochement) in status. Intra-group and minority-minority friendship pairs may signify the opposite, but also a degree of loyalty to a positively revalued outsider group.

3. INSTITUTIONAL SUPPORT

Institutional support refers here to the conscious, co-ordinated response of the school to the presence of minority groups. In the discussion of these responses, we have adopted a unified point of view assuming that if the school pays attention to any of the factors it will be seen positively by both teachers and students. Consequently these factors can also serve as guidelines for schools.

3.1 Special provisions

The positive identity of a group in the school can be enhanced by the special provisions made for it. This could

include the presence of interpreters at parents' meetings and open days, bilingual school notices, evening language classes in English and the ethnic language for adults, library stocks in the ethnic language, bilingual teacher aides.

3.2 Teaching of English

Although TESL is becoming a sine qua non in schools with a migrant population it is far too often only offered to beginners. The introduction and maintenance of more advanced courses could be instrumental in giving non-native speakers a better mastery of English and thereby raising their perceived intellectual status.

3.3 The teaching of ethnic languages

The importance of teaching languages other than English is being grossly underestimated in Australia. Such a provision is essential for officially recognizing the presence of minorities in the schools. Teaching a particular language can symbolise the whole-hearted acceptance of that language group in a most direct way.

3.4 Bilingual education

Bilingual/bicultural education is the strongest support a school can offer to its minority children. However, it should be optional and acceptable to all students irrespective of ethnic background. This would pre-empt the danger of segregation with its divisive effects.

3.5 Curriculum

The teaching of ethnic languages and bilingual education can only contribute to the creation of a positive minority image if they are an organic part of a multicultural curriculum. To be deemed multicultural, a curriculum must introduce a multicultural perspective into all knowledge areas which form the core. (For a taxonomy of knowledge areas, see CDC 1980: 18-19.) In other words true institutional support implies whole school involvement.

3.6) ) 3.7) Relations with ethnic institutions, and individuals

Schools seeking active co-operation with ethnic schools and other ethnic institutions and associations per force enhance their standing in these communities. At the same time they acknowledge their students' cultural background. By establishing links between school and community cultures, the school can create a bicultural background for those who want it. There is growing support in Australia for the notion that the ideal citizen is a bicultural/bilingual individual (Rado, 1977, Smolicz, 1979).

Since institutions consist of individuals, institutional contact subsumes individual contact and involvement. Liaising with institutions would bring those individuals into the orbit of the school who have gained status in their own communities. Of course, the most important community contacts are the parents. Children are most immediately aware of the respect paid to them.

Our model has a further dimension on the subjective-objective plane which renders many of the factors ambivalent. For example, high proportionate numbers may ensure attention and respect for an ethnic group, but it may also be considered a threat to the established ways of conducting the school. Group distinctiveness could, therefore, be discouraged. Similarly to language maintenance factors, ethnolinguistic vitality factors within a school operate in combination. This adds to the unpredictability of single factor effects. Surely this is an area that deserves detailed investigation so that the relative importance of factors can be established.

As our model demands a complex, detailed investigation we have, for the purposes of this study, limited ourselves to exploring the following factors. Demographic factors about which data were sought were absolute numbers, proportionate numbers and concentration. With respect to institutional factors, we inquired into special provisions, teaching English, teaching other languages, bilingual education, curriculum, relations with ethnic institutions and relations with ethnic schools. The results of our investigation are presented and discussed in Chapters III and IV.

We would argue that the above factors can help to explain monolingual and bilingual students' own attitudes and the attitudes they perceive in their immediate environment to language maintenance in its various forms.

# CHAPTER II

## The Study

### Introduction

Ethnic language maintenance continues to be a controversial educational question although there are signs of growing support for community language teaching and bilingual education from official sources such as reports and policies and at least some sectors of public opinion, for example, ethnic organizations. One of the assumptions underlying such expressions of support seems to be the association of language maintenance with continuation of ethnic identity. We would suggest that policies and programs directed at ethnic language maintenance should be guided by an understanding of attitudes towards this concern by the target groups involved, that is, by students, teachers and administrators in schools and by parents of students.

We base our position on a recognition that ethnic identity involves strongly subjective elements, even including some notion of choice. For example, we would support the idea that people of 'migrant' background in Australia may choose to develop a bicultural identity (Smolicz, 1979). In line with these views, the present study seeks to determine students' attitudes and their perceptions of attitudes of parents, teachers and peers towards ethnic language maintenance and bilingual education.

The present study represents the third stage in the development of survey instruments suitable for assessing attitudes to ethnic language maintenance and bilingual education. The first stage of this process occurred in 1978 and the second in 1979.

Pilot Studies: 1978 and 1979

To determine what beliefs and attitudes were prevalent in the Australian educational community, we solicited statements about ethnic language maintenance and bilingual education from a sample of 40 teachers of languages other than English. They were asked to provide statements which reflected a positive or negative evaluation of ethnic languages and bilingual education. That is, to concentrate on attitudes they thought common towards the native languages of immigrants to Australia and towards the use of bilingual education processes in schools.

These statements were then grouped by 'theme'. Some beliefs that were reflected in the statements about ethnic language maintenance were that it will...

1. improve migrant students' communication with their parents,
2. prevent migrants from assimilating,
3. assist in the maintenance of ethnic identity,
4. inhibit the migrant in learning English,
5. facilitate better expression for migrants, and
6. be redundant for native speakers.

Beliefs about bilingual education reflected in statements were that it...

(a) will help migrant students to learn their school work,

(b) is the responsibility of the migrant community not the schools,

(c) will enhance the enjoyment of school by migrants,

(d) will inhibit the learning of English by migrant students,

(e) will confuse students, and

(f) will facilitate the learning of English by migrants.

Two Likert 5 point response scales were constructed, one to measure attitude toward ethnic language maintenance and the other to measure attitude toward bilingual education. In addition six two item scales were constructed to assess students' perceptions of the attitudes of their friends, parents and teachers to ethnic language maintenance and bilingual education respectively. For each 'significant other', the same two global attitude statements were used, one positively and one negatively phrased. When assessing the perceived attitudes of parents a standard Likert 5 point response format was used.

However, for the other two scales, the response format took the form of an indication of how many friends and teachers were perceived as being supportive of language maintenance. For these scales, a score of 0 meant, on average, that approximately half of the respondent's teachers or friends were perceived as supportive of ethnic language maintenance or bilingual education.

All scales were administered to 185 Year Eight students in 1978. Since the number of migrant students is greater in the north western suburbs of Melbourne, we sampled primarily from that area.

In order to establish the internal consistency of the responses of students, Cronbach $\alpha$ coefficients were calculated. In addition, the

stability of students' responses was also considered. Between 7 and 10 days after the initial administration of the questionnaire, a retest was completed on 126 of the original 185 students. These reliability coefficients, together with the scale means and standard deviations, are recorded in Table 2.1.

Table 2.1

Statistical Properties of the Attitude Scales (1978)

| | | | N=185 | | | N=126 |
|---|---|---|---|---|---|---|
| | No. of items | Possible Range | $\bar{X}$ | $\sigma$ | $\alpha$ | $r_{xx}$ |
| Ethnic Language Maintenance | | | | | | |
| Attitude to Ethnic Language Maintenance | 16 | -48 to +48 | 9.16 | 12.6 | 0.88 | 0.81 |
| Perceived Parents' Attitude | 2 | -6 to +6 | 2.30 | 2.81 | 0.80 | 0.73 |
| Perceived Teachers' Attitude | 2 | -6 to +6 | 0.07 | 2.68 | 0.67 | 0.71 |
| Perceived Friends' Attitude | 2 | -6 to +6 | 0.40 | 2.72 | 0.71 | 0.64 |
| Bilingual Education | | | | | | |
| Attitude to Bilingual Education | 13 | -39 to +39 | 0.46 | 11.06 | 0.89 | 0.79 |
| Perceived Parents' Attitude | 2 | -4 to +4 | 0.09 | 2.13 | 0.78 | 0.72 |
| Perceived Teachers' Attitude | 2 | -4 to +4 | -0.21 | 1.88 | 0.68 | 0.61 |
| Perceived Friends' Attitude | 2 | -4 to +4 | -0.31 | 2.26 | 0.75 | 0.70 |

The statistical properties of all scales were sufficiently good to encourage further investigation of the attitudes.

After minor revisions to some items, the scales were administered in 1979 to 246 year seven students, 299 year nine students, and 94 year eleven students sampled from five schools located once again in the western suburbs of Melbourne (areas of high migrant density). The internal consistency coefficients (Cronbach $\alpha$) were calculated for the revised scales and are shown in Table 2.2 together with the scale means and standard deviations for each year level sample.

The scales appeared to have moderate to high reliability coefficients at each year level. The moderate figures obtained for some of the 2 item scales probably related in part to the difficulty students had in estimating the attitudes of friends and, more particularly, teachers.

The Current Study: 1980

Following the encouraging results from the two pilot studies, the current study was conducted. It can be distinguished from the earlier investigations in four ways:

(1) The aims of the investigation were broadened to include an inquiry into the school context.

(2) Permission was obtained to use a sub-set of the ACER sampling frame for post-primary schools in Melbourne to enable us to select a representative sample of such schools for the present study.

(3) The methodology was revised to allow the collection of data on the schools themselves, for example, actual programs relating to ethnic language maintenance.

Table 2.2

Attitude Scale Properties at Each Year Level
(1979)

| Scale | Possible Range | Year 7 | | | Year 9 | | | Year 11 | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | $\bar{X}$ | $\sigma$ | $\alpha$ | $\bar{X}$ | $\sigma$ | $\alpha$ | $\bar{X}$ | $\sigma$ | $\alpha$ |
| Ethnic Language Maintenance | | | | | | | | | | |
| Attitude to Language Maintenance | -48 to +48 | 6.96 | 12.00 | 0.85 | 7.14 | 12.88 | 0.88 | 4.52 | 12.43 | 0.86 |
| Perceived Attitude of Parents | -6 to +6 | 0.85 | 2.45 | 0.71 | 1.06 | 2.47 | 0.80 | 0.53 | 2.41 | 0.83 |
| Perceived Attitude of Teachers | -6 to +6 | 0.21 | 2.12 | 0.65 | 0.26 | 2.14 | 0.69 | -0.14 | 2.16 | 0.67 |
| Perceived Attitude of Friends | -6 to +6 | -0.18 | 2.32 | 0.70 | -0.15 | 2.49 | 0.71 | -0.98 | 2.34 | 0.74 |
| Bilingual Education | | | | | | | | | | |
| Attitude to Bilingual Education | -39 to +39 | -0.25 | 9.91 | 0.87 | -2.23 | 10.75 | 0.85 | -4.84 | 10.12 | 0.89 |
| Perceived Attitude of Parents | - 6 to +6 | 0.06 | 2.36 | 0.73 | -0.42 | 3.23 | 0.75 | -0.86 | 2.14 | 0.83 |
| Perceived Attitude of Teachers | -6 to +6 | -0.73 | 1.98 | 0.64 | -1.41 | 1.85 | 0.68 | -1.62 | 1.92 | 0.71 |
| Perceived Attitude of Friends | -6 to +6 | -0.82 | 2.44 | 0.69 | -1.32 | 2.22 | 0.70 | -2.19 | 2.02 | 0.74 |

(4) The attitude instrument was further refined.

Each of the above modifications will be discussed in detail in the relevant section of this chapter.

Aim of the Investigation

The 1980 investigation sought to build on the pilot studies by expanding the aims. The four aims of the study were as follows:

(1) To refine the attitude measurement instrument in order to more successfully gain information on student opinions and the pressures fashioning them.

(2) To explore two aspects of student attitudes to ethnic language maintenance and bilingual education:
   (a) students' own attitudes
   (b) the attitudes of significant others, that is, parents, teachers and peers, as perceived by students.

(3) To examine dissonance between students' attitudes and their perceptions of the attitudes of significant others.

(4) To identify climate favourable to successful implementation of curriculum supporting ethnic language maintenance through the use of bilingual materials.

The Sample

According to Ross (1978), it is necessary to estimate sample size in survey research on the basis of two factors. These are:

1. the amount of error that is acceptable in sample statistics,
2. the intraclass correlation for the measure under consideration.

This study involves estimating the attitudes of students at year 7, 9 and 11 levels towards bilingual education and ethnic language maintenance. The error which was acceptable to the investigators is less than that tolerated by Keeves and Bourke (1977) in their study of literacy and numeracy in Australian schools. The standard error of the sample mean was set at approximately 5 per cent of the standard deviation. Since the variable being surveyed is attitudinal, it is very likely, according to Ross, that the intra class correlation will not exceed 0.1.

These specifications resulted in the need to sample approximately 40 secondary schools (high, technical, Catholic and independent) and approximated 30 students per school if the population were to be representative of students attending secondary schools in Victoria. In order to obtain a representative sample of Melbourne metropolitan post-primary schools, the ACER sampling frame was used to select the 40 schools, ensuring that the sample was stratified by school type (high, technical, Catholic and independent). Of the 40 metropolitan schools obtained by this method, two schools did not agree to participate, leaving a final group of 38. Because of the constraints on the study, such as administrative difficulties, we drew a 10 per cent sample* at each year level in each school.

Since the intraschool correlation for attitude measures approximates the magnitude of the intraclass correlation, the students were sampled from intact year levels. The attitude instrument was then administered to these students. The samples were obtained by consulting year lists of students and checking off each 10th name. If a selected student was absent from school on the day the attitude scales were administered, schools were asked to replace that student by one whose name was adjacent on the year roll. In practice there were only a few schools who did not comply with our directives. In such cases, the required number of students were withdrawn from the year level population.

Instruments and their use

The two instruments used in the study were

(1) a language attitude measurement scale to be administered to students,

(2) a structured interview schedule for administration to the schools' representative either the Principal, Vice-Principal or someone designated by them.

These instruments are to be found in Appendix 2.

Attitude Measurement Scales

The Attitude to Bilingual Education Scale used in the present study is identical to that employed in the 1979 pilot study, however the other scales represent the outcome of modification. During the

analysis of data obtained in 1979 and published in 1980 (Rado and Lewis, 1980), we observed that a subset of items in the Attitude to Ethnic Language Maintenance Scale reflected a belief that maintenance of ethnic language was associated with a lack of migrant assimilation to the detriment of the Australian community. This theme which we called 'bilingualism prohibits assimilation' was noted in six items. We reported

> It is interesting to note that if a scale were composed of only the items grouped under this theme, the monolinguals would score negatively, and the bilinguals positively, and both scores would be highly statistically distant from zero. (Rado and Lewis, 1980, forthcoming)

On the basis of this observation, additional items were written on the theme and trialled, and a 10 item scale constructed. Therefore, in this study, the students' attitude to ethnic language maintenance is measured by two attitude scales. The first is called Personal Benefit and reflects beliefs such as 'ethnic language maintenance will personally benefit migrants and/or non-migrants'. The items in the second scale, called Societal Benefit embody the idea that 'the community at large (Australia) will benefit from language dualism'. Appendix 3 indicates to which scale items belong and if they were scored positively or negatively (i.e. reflect views for or against).

A second modification pertains to the response format used for items assessing perceived attitudes of friends and teachers. To attempt to improve the properties of scales composed of these items, the phrasing was changed to allow a standard 'Strongly Agree' to 'Strongly Disagree' response format rather than an estimation of how many friends or teachers held a particular attitude.

The final modification was one of augmentation. In an attempt to obtain a clearer picture of reasons that students would accept as viable bases for the use of bilingual learning in schools, a question was added. It requested an indication of how acceptable 5 provided reasons for bilingual education were by means of ranking of the accepted rationales. A second question presented the hypothetical situation that textbooks in English and another language of students' choice were available for use and asked by whom they should be used, 'all students' or 'only migrants'.

Structured Interview Schedule for School Personnel

In order to obtain information on school context, and thus on school pressures which help to shape attitudes towards ethnic language maintenance and bilingual education, it was necessary to devise a structured interview schedule for school personnel. The schedule comprised three parts:

(1) Background data on the school such as total enrolment, percentage of 'migrant' enrolment and largest migrant groups other than Anglo-Australian represented in the school population;

(2) Types of institutional support for ethnic language maintenance and bilingual education, for example, ethnic or community language teaching, bilingual teacher aides, ethnic representation on school council;

(3) An open-ended section to facilitate the presentation of information not covered by parts (1) and (2).

Procedure

A. Preparation of Instruments

1. The language attitude instrument was refined in the manner previously described. A master copy was prepared and sufficient copies run.

2. The structured interview schedule was prepared, trialled, modified. A master copy was prepared and sufficient copies run.

3. An introductory letter for schools was developed and a synopsis of the pilot study in order to more adequately inform the schools about the nature and purpose of the study, to solicit their co-operation, and to indicate the next contact to be made with them. Copies of the letter and synopsis are to be found in Appendix 1.

B. Selection of the School Sample

1. The Australian Council of Education Research was approached to obtain permission to have access to a subset of their sampling frame for Australian schools.

2. Once permission was granted, we drew the required 40 school sample.

C. Liaison with Schools

1. Approximately one week after all 40 schools were sent the introductory letter and synopsis, the research assistants

contacted each principal by phone. They answered any questions on the project, indicated the method for obtaining the 10 per cent sample, discussed the administration of the attitude instrument, explained the nature and purpose of the structured interview schedule, arranged one or more appointments or arranged a further phone call. This procedure yielded 38 positive responses for schools to co-operate in the study. A follow-up letter was sent to confirm appointments.

2. The research assistants visited each school, either administered the student attitude instrument themselves or supervised its administration, and interviewed the principal, vice-principal or some designated member of staff.

3. Responses to the attitude instrument were coded, punched, and submitted to computer analysis.

D. Analysis of Data

1. The following statistical procedures were utilized to analyse and interpret the student data from the language attitude measurement scale.

(i) The first of the analyses undertaken involved establishing the reliability (internal consistency) of the attitude scales by computing Cronbach $\alpha$ coefficients. Once this was done the bilinguals in the sample were identified on the basis of a definition that any student who claimed to speak the native language of either parent, in addition

to English, was in a bilingual group characterised by the parents' language.

(ii) The next question of interest related to identifying the location of bilinguals in the schools sampled. For this purpose the proportion of bilinguals in schools and the number of second languages present in schools were computed. The mean and standard deviation for each scale was then calculated for students at different year levels, for monolinguals and bilinguals and for students who were bilingual in the most common languages present in the sample. These analyses allowed comparisons to be made between significant subsets of the sample.

(iii) The next set of analyses concentrated on investigating the relationship between students' attitudes and those they attributed to Parents, Teachers and Friends. Correlations among scale scores were computed separately for monolinguals and bilinguals. In addition, the relationships between students' attitudes to ethnic language maintenance and to bilingual education were considered.

(iv) The final question of interest dealt with the reasons students had for supporting the concept of Bilingual Education as well as for what types of student the process was seen as appropriate; migrant or otherwise. For this purpose the proportion of monolinguals and bilinguals supporting each reason provided was considered, together

with the relative acceptability of the viable alternatives.

2. In order to maintain consistency, one of the researchers compiled and analysed the schools data from the structured interview. The two research assistants were interviewed in order to glean any impressionistic data from the visits to the schools, contacts with administrative and teaching personnel and with students. All of these data were examined within the framework of the ethnolinguistic vitality model discussed in the Introduction.

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* It would have been preferable, following the logic of sampling, to draw a sample containing a constant number of students per school. The ten per cent sample led to a systematic bias towards the selection of students from larger schools. However, inspection of the schools selected indicated that due to the generally homogeneous nature of school size amongst post-primary schools in the Melbourne metropolitan area, our method resulted primarily in an over-representation of students from independent schools. The variation in our sampling technique had, in all likelihood, very little effect on the size of the error of estimate and did not warrant a subsequent random selection of a constant number of students from each school sampled.

# CHAPTER III

## The Sample

## Description and Discussion

### Students

The first consideration in the interpretation of the data was to determine the ethnic composition of the sample. As briefly mentioned earlier, to identify the ethnicity of bilinguals, a definition was utilized which stated that a student who claimed to speak the native language of either parent, in addition to English, was in a bilingual grouping categorised by the language of the parent. On the basis of this definition, 27 groups of bilingual respondents were identified. Of these, nineteen comprised six or less students per group. The remaining eight groups, all of which consisted of between 9 and 147 members were retained for later comparisons. It is important to note that since the stratified sample of 38 schools provided approximately 10 per cent of the school population, each student in the ten per cent random sample selected from these schools represented, at best estimate, 100 students in the population of year 7, 9 and 11 students in the Melbourne metropolitan area.

Clearly the degree to which a sample is representative of the population depends on the homogeneity of the population. Since Melbourne's migrants are concentrated primarily in the Western suburbs, generalizations regarding properties of minority bilinguals of different types are much more unreliable than are those concerning larger bilingual groups

or monolinguals.

The second issue pertaining to the composition of the sample was the proportion of bilinguals in individual schools. The distribution of proportions would have major implications for those concerned with the implementation of bilingual education. Table 3.1 records the distribution of proportion -

Table 3.1

Proportion of Bilinguals by Schools

| Proportion of Bilinguals | 0-10 | 11-20 | 21-30 | 31-40 | 41-50 | 51-60 | 61-70 | 71-80 | 81-90 | 91-10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Number of Schools | 11 | 5 | 4 | 10 | 4 | 0 | 1 | 2 | 1 | 0 |

The most common proportion of bilinguals per school is in the 31 to 40 per cent range. This coincides with the observation that of the total sample of 1499, 435 students were bilingual (29 per cent). Likewise the proportion of bilinguals in years 7, 9 and 11 were 27, 38 and 28 per cent respectively. Hence, there are large numbers of bilinguals in the Victorian educational system who in theory could benefit from bilingual education. In order to implement any form of educational experience of a bilingual nature, it may be necessary to focus only on the large minority groups. For this purpose and to simplify the investigation, only the eight most common languages were further considered. The eight

languages and the numbers of student speakers of these languages in our sample are presented in Table 3.2.

Table 3.2

Eight Most Common Ethnic Languages Sampled

| Language | Italian | Greek | Serbo-Croat* | Maltese | German | Russian | French | Dutch |
|---|---|---|---|---|---|---|---|---|
| Number in Sample | 147 | 115 | 43 | 28 | 23 | 12 | 11 | 9 |
| Per cent of Ethnic Students | 33.7 | 27.0 | 10.0 | 6.0 | 5.0 | 2.5 | 2.5 | 2.0 |

* For the purposes of the study we did not differentiate between Serbian and Croatian speakers.

These figures compare very favourably with those contained in the Victorian Education Department's Ethnic Education Census 1979.

Table 3.3

Summary of Ethnic Students Ranked by Main Language Spoken at Home

| Language | No. of Speakers | % of Total Ethnic Students |
|---|---|---|
| Greek | 33,318 | 31.4 |
| Italian | 25,348 | 23.9 |
| Yugoslav* | 12,373 | 11.7 |
| Maltese | 4,742 | 4.5 |
| Turkish | 4,299 | 4.1 |
| German | 3,272 | 3.1 |
| Dutch | 1,907 | 1.8 |

(Adapted from Ethnic Education Census Survey, 1979, p.2)

* Includes Croatian, Macedonian and Serbian

We are generally within 1 or 2 per cent of the Census figures and, in addition, obtain the same relative rank order with the exception of having Greek and Italian, and French and Dutch interchanged.

Before attempting to implement any bilingual program it would be useful to know the number of students speaking these majority ethnic languages who are likely to be present in individual schools. Table 3.4 records the number of schools with differing numbers of languages.

Table 3.4

Number of Majority Ethnic Languages in Schools

| Number of majority ethnic languages in schools | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| Schools | 4 | 5 | 7 | 8 | 7 | 4 | 1 | 1 | 1 |
| Schools containing 20 or more sampled bilinguals | - | - | - | 2 | 3 | - | - | 1 | 1 |

The data indicate that most schools have 3 or more majority ethnic languages. To simplify the issue, a policy maker may decide only to service schools with substantial numbers of bilinguals. To this end, schools containing more than 20 sampled bilinguals were identified. This would correspond to an estimated 200 bilinguals in the school (approximately 70 at year levels 7, 9 and 11 respectively); enough to make a bilingual education program viable. Of the total 38 schools sampled, only 7 met the criteria. The number of majority ethnic languages present in these schools are also recorded in Table 3.4 in the bottom row. Inspection of these data indicate one dimension of the problem confronting those interested in determining the viability of bilingual education programs incorporating ethnic languages. Of the 7 schools, all contained some combination of 3 or more majority ethnic languages and 2 comprised 7 and 8 such languages.

Schools

Research by Clyne (1980) has shown that with respect to concentrations of speakers of languages other than English in Melbourne, Local Government Areas (LGAs) can be divided into four groups. These are (1980: 16-18):

Type A - those with one dominant community language other than English, e.g. Prahan, Werribee

Type B - those with an enthnolinguistically mixed population but with one dominant community language other than English, e.g. Brunswick, Keilor

Type C - those with an ethnolinguistically mixed population but no dominant community language other than English, e.g. Caulfield, Sunshine

Type D - those with a relatively small number of speakers of community languages other than English and mainly speakers of only one or two of those languages, e.g. Berwick, Sherbrooke

The language situation for schools in those types of LGAs is even more complex. For example, schools in different LGAs, even though they serve areas with similar proportions of speakers of languages other than English, may draw students of quite different language groups. Schools in a Type D LGA may be faced with a more difficult problem than schools in a type A LGA if they wish to provide migrant oriented programs.

In this study, we chose not to sample schools using the criterion of concentration as it is seen in the Clyne model or some other model, we wished to obtain a random sample of the 4 types of post-primary schools in the Melbourne metropolitan area. We would suggest that research based on sampling using the Clyne model represents a further stage to be undertaken later. In the discussion of the results of the present study, however, we need to take into account the possible distortion due to concentration factors.

The sample of schools included 19 high schools, 8 technical schools, 8 catholic secondary colleges and three independent schools. The schools were located throughout the Melbourne metropolitan area, from the inner and middle ring suburbs to fringe suburbs in the north, east and west, and as far as Geelong in the south.

Background data

We were interested to obtain information on school enrolment, perceived percentage of 'migrant' enrolment and the largest migrant group(s) in the school population other than Anglo-Australian. These data are summarised in Tables 3.4, 3.5 and 3.6.

These data may appear to duplicate those obtained from the student data. We considered that it was important to gain the schools' perceptions of their 'migrant' enrolment for a number of reasons. These were:

(1) to enable us to find out whether there are discrepancies in the numbers of students who are identified as 'bilinguals' or 'migrants' since identical definitions were presented to students and school for their use;

(2) to give some indication of school awareness of the cultural and language background of the students. It may be, for example, that greater awareness leads to greater receptivity to ideas on provision of migrant-oriented programs and services; and

(3) to provide a total picture of concentration of migrant students in the school. As our sample included only year 7, 9 and 11 students, we had only a partial picture of per cent migrant enrolment.

Using Table 3.5, we see that enrolment in the 19 state high schools ranged from 4 schools with 1000 or more students to 3 schools with less than 500 students. The majority of schools (11) were to be found in the range 600 to 900+. The perceived migrant enrolment reached 78 per cent in one school with an enrolment of 1,100 to less than 5 per cent in a school of 860 students. Four schools indicated that they did not know their migrant enrolment. The most common range was less than 20 to 30+ per cent (9 schools). Thirteen schools identified at least two major migrant groups other than Anglo-Australian, nine schools mentioned 3 major groups, and 7, four or more. The most frequently cited groups were (in order) Greek, Italian, Yugoslav, Asian, Russian and German, and Maltese. Groups mentioned once included Macedonian, Lebanese, Turkish, South American, Arabic-speaking, Mauritian and Dutch. Given the geographical location of the schools, the extensive dispersion of students from various ethnic backgrounds indicates the complex situation facing teachers and administrators.

TABLE 3.5

BACKGROUND DATA - STATE HIGH SCHOOLS

SCHOOLS

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| Enrolment | 360 | 250 | 637 | 585 | 997 | 980 | 860 | 900 | 800 | 669 |
| % Migrant | Not Known | 33 | 75 | 35 | 36 | 12 | <5 | 55 | 63 | 26 |
| Major Migrant Group(s) | Italian<br>Greek<br>Asian | Greek | Greek<br>Yugoslav<br>Russian<br>Italian | Greek | Italian<br>Greek<br>Yugoslav<br>White Russian<br>Mauritian | Greek<br>Italian<br>Asian<br>Dutch | - | Russian<br>Greek | Italian<br>Greek | Greek<br>Italian |

SCHOOLS

| | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 |
|---|---|---|---|---|---|---|---|---|---|
| Enrolment | 1071 | 839 | 1040 | 640 | 407 | 1100 | 750 | 1020 | 870 |
| % Migrant | 60 | 52 | 22 | 15 | 7 | 78 | Not Known | Not Known | Not Known |
| Major Migrant Group(s) | Italian<br>Greek<br>German | Italian<br>Greek<br>Macedonian<br>Maltese<br>Yugoslav | Greek | Greek<br>Turkish<br>Lebanese<br>Italian | Yugoslav<br>Italian | Maltese<br>Yugoslav<br>Italian<br>Greek<br>German<br>Sth. American<br>Asian<br>Arabic | Greek | Italian<br>Asian<br>Greek<br>Yugoslav | German |

TABLE 3.6

BACKGROUND DATA - STATE TECHNICAL SCHOOLS

SCHOOLS

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|
| Enrolment | 434 | 798 | 760 | 460 | 900 | 750 | 780 | 790 |
| % Migrant | 20 | 48 | 10 | 5 | 8 | 1 | Not Known | 9 |
| Major Migrant Group(s) | Dutch Italian | Italian Maltese | Italian Dutch | Italian Lebanese | Greek German Italian Sth American | Dutch | Greek Italian Yugoslav Polish | Italian |

Turning now to Table 3.6, the technical school enrolments fell into two groups, those schools with enrolments of 700-900 (6) and the other two having enrolments of 434 and 460. One school could not indicate the percentage migrant enrolment while the spread amongst the other schools was from 1 to 48 per cent. The average migrant enrolment for 6 technical schools was 14 per cent whereas for 15 high schools, it was 37 per cent. Clearly, there are more students of migrant background in state high schools.

The most commonly mentioned migrant group was Italian, followed by Dutch and Greek. The other groups were each mentioned only once. These groups were Maltese, Lebanese, Yugoslav and Polish. The distribution of groups seems to suggest (1) that there are differences in selection of type of school amongst ethnic groups and (2) that technical schools are more strongly Anglo-Australian than high schools.

Examining Table 3.7, we note that the independent schools all have enrolments in excess of 1,000 (a product of using a sampling frame where the probability of selection is proportional to size), while this is so for only one of the catholic schools. The other catholic schools range between 266 students and 900 students. There are very obvious differences in the percentage migrant enrolment in the two types of private school; the average for catholic schools is 32 per cent and that for independent schools is approximately 10 per cent. The independent schools have the lowest representation of migrants of the four types of schools, followed by the technical schools. The high and catholic schools resemble one another in this respect more closely than the others, although the catholic average was inflated by one very high percentage (85 per cent) whereas there were a number of schools contributing

TABLE 3.7

BACKGROUND DATA PRIVATE SCHOOLS

| Type | Catholic | | | | | | | | Independent | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 |
| Enrolment | 446 | 1119 | 266 | 561 | 797 | 900 | 781 | 510 | 1080 | 1040 | 1786 |
| % Migrant | 25 | 19 | 20 | 25 | 45 | 85 | 30 | 10 | 5 | 5-10 | 20 |
| Major Migrant Group(s) | Italian Maltese | Italian Greek | Italian | Italian Greek | Italian | Italian Greek | Italian | Italian Dutch | Greek | Greek | Asian Greek |

between 50 and 70+ per cent to account for the average for high schools. The distribution of migrant groups is also of interest; the major group in all the catholic schools was Italian. Greek was noted 3 times and Maltese and Dutch once each. In the case of the independent schools, Greek was mentioned in all three, the only other group was Asians, mentioned once. In the state system, greater diversity of groups was the predominant trend. Religious and social factors such as socio-economic status, attitudes towards education, geographical location in Melbourne, all need to be explored in order to adequately explain these differences. This was not the purpose of the present study.

Migrant-Oriented Programs

The second section of the structured interview sought information on migrant-oriented programs available in the schools. The programs we were interested in were of three types - community language, bilingual education and migrant English or TESL. To highlight the responses obtained, the following tables summarize firstly, the nil responses (see Table 3.8) and then identify the few programs which were available (see Table 3.9).

Table 3.8 shows that in none of the 38 schools of the sample was there a bilingual education program available. With respect to community languages, no independent school had such a program and few State high or technical schools. Such a response was not unexpected in the technical schools as languages other than English have not been a feature of the technical school curriculum. However, given the quite significant proportion of students of migrant background in most of the schools in our sample and the traditional teaching of foreign

TABLE 3.8

NIL RESPONSES ON MIGRANT-ORIENTED PROGRAMS

| Program | SCHOOLS | | | |
|---|---|---|---|---|
| | State High | State Technical | Catholic College | Independent |
| Community Language | 1, 2, 3, 4, 6, 7, 9, 13,14,15, 16,17,18,19 | 1, 3, 4, 5, 6, 7, 8 | 1, 3, 4, 7, 8 | 1, 2, 3 |
| % | 74% | 88% | 63% | 100% |
| Bilingual Education | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12,13,14,15, 16,17,18,19 | 1, 2, 3, 4, 5, 6, 7, 8 | 1, 2, 3, 4, 5, 6, 7, 8 | 1, 2, 3 |
| % | 100% | 100% | 100% | 100% |
| Migrant English/ TESL | 1, 6, 7,11, 13,14,15, 17, 19 | 1, 3, 5, 6, 8 | 1, 2, 4, 5, 7, 8 | 2 |
| % | 47% | 63% | 75% | 33% |

TABLE 3.9

POSITIVE RESPONSES ON MIGRANT ORIENTED PROGRAMS

SCHOOLS

| | STATE HIGH | STATE TECHNICAL | CATHOLIC COLLEGE | INDEPENDENT |
|---|---|---|---|---|
| Community Language | School 5 French for Mauritians and others.<br>School 8 Russian, Greek, German Japanese compulsory to year 11 then elective for native and other non-E speakers.<br>School 10 Greek for native speakers.<br>School 12 Italian - years 9-12 - 64 students - for native speakers. | (Languages* other than English are traditionally not part of the Technical School Curriculum.)<br>School 2 Italian years 10 and 11 as an elective, 21 students - mixed group - 1980. | School 2 Italian - years 7-10 to native speakers since 1978<br>School 5 Italian - up to year 11 as an elective - native speakers and others - since 1970.<br>School 6 Italian and Remedial Italian - years 7-10; compulsory for native speakers in years 7 and 8 - introduced 1970. | Languages such as French, German, Japanese, etc. are taught in all schools. |
| % | 15.7% | 12.5% | 37.5% | 0% |
| Migrant English/ TESL | 5 schools used TESL for new arrivals only and 3 for remedial students only. Two schools indicated both new arrivals and TESL. Program was available from year 7 to year 11<br>N.A. prog. - 3, 8, 9, 12, 18<br>Remedial - 2, 4, 10<br>Both - 5, 16 | School 2 Years 7-10 - 49 students - migrant background, since 1977.<br>School 4 Night class<br>School 7 Remedial and new arrivals - 15 students - years 7-10. | School 3 Remedial English in years 7 and 8, 28 students, migrant and Anglo-Australian - since 1975.<br>School 6 Remedial years 7 and 8 and support English - years 9-10 - 30 at each year level - since 1975. | School 1 3-4 Asian students at HSC level.<br>School 3 23 students especially exchange and migrant at HSC level. |
| % | 52.6% | 37.5% | 25% | 66.6% |

NOTE * At least one other Technical School in Melbourne's western suburbs does teach community languages.

languages in the high, catholic and independent school curriculum, we might have expected a higher response to this question. Table 3.9 identifies the schools which said they had migrant-oriented programs. These programs are overwhelmingly for native speakers or for students with another non-English speaking background. They are either not designed for, or do not attract, Anglo-Australian students. A higher proportion of catholic colleges provided community language programs and, as might have been predicted, the language is Italian. In general, this language program caters only for native speakers and, indeed in the case of one school, it is compulsory for Italian speakers.

Moving to the third type of program, Migrant English or TESL, the picture is quite different. Some, at least, of all four kinds of schools had English programs run by migrant English/TESL trained teachers. The highest percentage of nil responses came from the catholic schools, followed by technical, high and then independent schools. However, we must keep in mind in this whole discussion, that we are dealing with small numbers of schools in three of the categories (and that, in general, these are the larger schools in each system).

Examining Tables 3.8 and 3.9 together, however, we note another interesting trend. In all the types of schools, the notion of remedial or support English predominated over TESL for new arrivals. This serves to underline the necessity to recognize the skewed distribution of new arrivals among schools, certainly in the state system and, perhaps also, in the catholic system. It also reflects the great decrease in immigration to Australia, except for particular groups, e.g. refugees. The

exclusive nature of the independent system based on economic or academic factors makes it unlikely that these schools would be presented with the problem of many new non-English speaking students. Thus, we note that the two independent schools which had migrant or TESL programs provided support for a handful of senior students. In the other types of schools, the bulk of the offerings in this area were directed to remediation of Anglo-Australian students and second or third generation migrant students. In other words, students whose families have been well established in Australia.

Two final observations, from Table 3.9 can be made. The first is the most interesting case of the state high school offering Russian, Greek, German and Japanese classes for native and other non-English speakers. The interest lies in the diversity of languages and the compulsory nature of the program for speakers of these languages. There are no comparable examples amongst the other types of schools. Secondly, there appears to be some support for the assertion that schools seem to fall into distinct groups with respect to language programs. (1) One group reflects little or no interest in language programs. (2) A second group can be thought of as being pro-language, willing to experiment with community languages and with special provisions for the teaching of English. With one exception, no school provided a community language program without also providing a migrant English TESL program. (3) In the third group fall the schools which see language support only in terms of some form of special English. The larger groups are the first (1) and the third (3) described above.

Bilingual Personnel

The third question upon which we wished to gain information was whether schools had bilingual/ethnic teacher aides. With funding available from the Schools Commission and now direct provision made by the Victorian Department of Education for support staff of this type in schools, we wished to know whether schools had tapped this human resource as a way of dealing with heterogeneous school populations.

The responses are very easy to summarize. One high school (No.9) had ethnic aides and one other (No. 12) had applied to the Victorian Education Department for an ethnic aide. Two technical schools had ethnic aides - schools 2 and 7. No catholic college or independent school had such aides. It should be noted that a number of schools indicated that they had bilingual teachers on their staffs. Some of these teachers were teaching languages or working in the migrant English area and others were teaching subjects such as mathematics in English. In a small number of schools, bilingual teachers were utilized in interpreting and translating at school or liaising with parents.

The high school which had ethnic aides was an interesting case. Four aides, each working half-time, were employed to support the following language needs - Italian, Arabic, French, Serbo-Croat and Greek. Aides were involved in translating, interpreting, in a welfare capacity and in visiting parents.

Other Activities/Services

The interview provided opportunities for respondents to indicate whether other, perhaps less structured, services were available in the school. The following schools provided a nil response to this question:

Table 3.10

Nil Responses: Activities and Services

| TYPE | SCHOOL | % |
|---|---|---|
| High | 1, 6, 7, 14, 17, 18, 19 | 37 |
| Technical | 1, 3, 4, 5, 6 | 63 |
| Catholic | 7, 8 | 25 |
| Independent | 1, 2, 3 | 100 |

That is, all three independent schools, almost two thirds of the technical schools and a little more than a third of the high schools indicated that they had nothing in the way of activities and services. Clearly, the catholic and high schools stressed these provisions more than the other schools.

The following summaries in Tables 3.11, 3.12, and 3.13 indicate the types of activities and services provided.

TABLE 3.11

HIGH SCHOOL SERVICES

| | |
|---|---|
| Interpreting (e.g. parent-teacher nights, for children or parents at school) | * 6 |
| Translating (e.g. notes, reports, school newspapers) | 9 |
| Liaison person to visit homes | 5 |
| Use of bilingual teachers or aides | 6 |
| Multicultural days | 3 |
| Observance of National Days (festivals) | 1 |
| English tuition for parents | 1 |
| Clubs e.g. Greek club | 2 |
| Ethnic nights | 1 |
| Ethnic sub-committee of School Council | 1 |

* Frequency of response by schools.
Note that schools may have given more than 1 response

TABLE 3.12

TECHNICAL SCHOOL SERVICES

| | |
|---|---|
| Interpreting | 1 |
| Translating | 2 |
| Use of bilingual teachers or aides | 1 |
| Liaison person to visit homes | 2 |

TABLE 3.13

CATHOLIC SCHOOL SERVICES

| | |
|---|---|
| Interpreting | 3 |
| Translating | 6 |
| Liaison person to visit homes | 2 |
| Use of bilingual teachers or aides | 2 |
| Multicultural days | 3 |
| Observance of national days/festivals | 1 |
| International night | 2 |

Overall, it can be seen that translating (notes, reports, letters to parents, school newspaper) is the most frequently provided service. Interpreting and visits to homes are mentioned next and this is associated in some schools with the availability of bilingual teachers or teacher aides. Other activities in which parents as well as students may share, are observances of national days, multicultural open days, evening functions in the school, and representation on school councils. Apart from the catholic schools, however, the range of offerings is very limited and almost entirely absent in some schools. It would seem that most of the schools indicating the provision of other activities and services were amongst those schools also providing something in the way of language programs. Thus, some schools tend to be responsive to diversity, others much less so.

Other Comments

As the purpose of the structured interview of school personnel was to provide us with some understanding of the context in which students' attitudes were being sampled and to suggest some of the school pressures factors which might shape those attitudes, we encouraged interviewees to add any other comments they wished. Some of the respondents availed themselves of this opportunity. We have identified a number of types of comments:

1. Reasons why few or no migrant-oriented programs

   * the school is not poor enough to obtain grants

   * many of the students (with ethnic or migrant backgrounds) come from families who have lived in Australia for a number of years, or come from homes where English is in common usage

* we get second generation migrants

* do not have a migrant teacher in the school, although would like one

* we encourage them to attend ethnic school

* the school provides a 'safe' environment for Greek, Italian and Turkish girls from Commission flats. They are encouraged to go to ethnic schools out of school hours

* in 1948, an assimilation policy was brought in and we haven't changed it - nationality doesn't matter - all our students are middle-class and academically oriented - they are keen to learn English because it is the language of business

* we do not have ethnic problems at this school

* there are 32 nationalities at this school - what are we to do? There is no dominant group

* language is important to maintain pride in ethnic identity

* why should the school do anything for migrants - they don't stay - more time should be put into sport

* we should just accept one another - we are a multicultural society, migrants are not a problem where money is the leveller

* we don't have a migrant problem at this school, it is a remedial problem

* the problem is so immense, we don't know what to do - so many students with different language backgrounds

* our boys don't have educational problems

* numeracy is our main problem

2. Reasons for existing programs

* Italian was introduced purely to meet the needs of the many Italian boys at the school

* many tradesmen and single parent families - about 40 on maintenance so remedial programs are needed

* language teachers fight constantly for continued existence of programs - many other teachers think compulsory language in the lower school is a waste of time

* school is conscious of migrant problems

* we have about 27 ethnic groups in the school, therefore we have opted for language as a discipline, we have revived Latin to provide some commonality... and anyway, we do have a Latin teacher - education is discipline of the mind and all must work to this goal

* we get no help from universities - we have to struggle on and do things our way - we will make them all competent in English - that's the reality

* Migrant English is remedial English in this school, we don't have a migrant problem

* the kids here are in a factory area - a stigmatized area - without good English, they will never get out - so we put our emphasis on English

* the problem is just so immense - so many students of migrant background with reading ages less than 6 years - we hope our remedial Italian program will help their self-pride

3. Support for programs to be introduced

* Submission for funding for employment of an ethnic teachers' aide

Ethnic Composition:

1979 Students whose main language spoken at home is NOT ENGLISH = 35 per cent of total enrolment.

Students whose main language spoken at home is GREEK = 21 per cent of total enrolment

1980 Total enrolment = 585

Students whose main language spoken at home is NOT ENGLISH = 58 per cent of total year 7 intake.

Students whose main language spoken at home is GREEK = 38 per cent of total year 7 intake.

Other languages spoken in the homes of year 7 students include a relatively even spread of Vietnamese, Italian, Yugoslav, German, Spanish, Cantonese and French.

The special circumstances of the school relevant to this submission are:

1. Despite the fact that we have used the services of interpreters and translators from the Education Department Special Services and the Commonwealth Emergency Service, we believe that during the last two or three years the school has been unable to establish effective communication with our ethnic parents, particularly those of the Greek community. There is no School Parent Group in existence and almost no ethnic parents visit nor contact the school on a day to day basis.

   Consequently, starting in 1979 we began a program designed to remedy this situation.

2. A Greek speaking parent has, by nomination, become a member of the School Council.

3. The system of students' Report distribution has been changed so that parents must visit the School to meet Co-ordinators and teachers and collect reports. Interpreters, though present on these occasions, are not easily available and have been fully occupied on these afternoons/evenings. These have been almost the only occasions when communication has been possible.

4. We are attempting to increase the amount of Greek language on the monthly School Newsletter and the general effort to improve this means of communication has been strengthened by the initial granting of an S.D.A. Allowance to the teacher responsible for this publication and local publicity.

5. A new course, HEALTH EDUCATION HUMAN RELATIONS has been introduced this year for all Year 9 students. We need a lot more knowledge of our ethnic families' cultural values and communication problems to make this course fully effective.

6. We have a relatively small number of mothers who help in the Canteen and Library, but almost none from our ethnic families.

7. A large majority of staff were born in Australia, of U.K. parentage.

8. Despite the ethnic composition of our school, we have been unable to develop properly a program in Junior History which includes a realistic study of the cultural background of approximately half our Junior students.

9. This year a far more active and successful effort was made to communicate with the Year 7 families at a late afternoon/evening barbecue. Fifty four families attended (possible 115) but twenty five Greek families did not attend. The

evening was very successful though for the participants and the Greek parents expressed, in discussion with the Special Services interpreter, a desire to form a Greek Parents Group to foster communication. We see this offer as having exciting potential for the school.

10. Therefore we believe the school needs an aide, preferably a speaker of Greek, who is accessible to parents and staff.

The major role of the aide would be to establish a communication network linking the school, its parents and the local community in order to facilitate the development of the initiatives already taken.

Ideally the Teachers' Aide will be a member of the local Greek Community with a background and personality to communicate with parents, teachers and students.

* with more funding, our remediation program would be so much better

* could the survey (i.e. the present study) help the Principal so that she could give guidance to her staff over migrant problems?

* we would like to do more but how do we get bilingual teachers?

* we do not have problems now because we get the more affluent new migrants but we could be affected later and would like some help on what to do

In terms of the ethnolinguistic vitality model for the school proposed in Chapter I, the results in this chapter bear on the structural variables identified as demography and institutional support. It is here also that we must remember that the school model should be seen in relation to the wider social context which is the basis for the Giles et al (1977) Linguistic Vitality model. Hence, in a more detailed

research study, careful analysis would need to be made of the communities served by the selected schools in terms of their ethnolinguistic concentration. In the present study we can do no more than state that from the random selection of schools, we have obtained schools which are located in LGAs representing the four types described by Clyne (1980). Beyond this general statement, we can draw no inferences since we chose to explore only the school model (and that only partially) in this investigation.

The first point of interest is the difference in perceptions of students in schools and of schools themselves (through the office of the principal, vice-principal or designated member of staff) with respect to proportion of migrant (or bilingual) students in schools. Although the concepts 'migrant' and 'bilingual' are not identical nor are the Tables 3.1, 3.5, 3.6, 3.7 entirely comparable, they are sufficiently similar for some comparison to be made. We note some interesting differences. For example, based on student data, 10 schools rated on proportion of bilinguals between 30 and 40 per cent whereas on school estimates, only 3 rated in this category. Again, 3 schools on school assessment, as compared with zero schools on student assessment, fitted into the 50-60 per cent category. To these discrepancies, we would add that 4 high schools could not (or would not) indicate their per cent migrant enrolment. The definition of migrant student discussed with the schools by the research assistants was that such a student came from a family in which a language other than English was used in the home.

At this stage we can only speculate on some of the reasons for the variations in these data.

* For whatever reason, students may choose to define themselves as bilingual or not

* Schools in which 'migrant' students are from long-established migrant groups in Melbourne may genuinely not differentiate between students of Anglo-Australian background

* Bilingualism, unless it is accorded some form of recognition in the school and/or be claimed by students, may remain a latent attribute.

* Hostility or prejudice may lead school to deny recognition of ethnicity and difference in languages spoken.

Impressionistic data gathered by our research assistants gave support to all of these alternative explanations. The 'other comments' results presented also infer the presence of one or more attitudes which influence the definitions of school staff.

The second feature of interest was the lack of a simple connection between concentration of migrant/bilingual students (however defined) and institutional support for ethnolinguistic vitality in schools. For example, high school No.16 with a 78 per cent migrant enrolment gave a nil response to two types of migrant-oriented program and with regard to other activities and services noted only 'translation of some notes', 'interpreting by teachers' and 'a modern language club'. We should also note that this school listed 8 major ethnic groups in its population but also said that overall there are more than 30 ethnic

groups represented in the school. On the other hand, school No.5 with a migrant enrolment of 36 per cent and 5 major ethnic groups identified had community languages and TESL or migrant English programs and four types of other activities and services. Catholic school, No.6, with an 85 per cent migrant enrolment and two major ethnic groups (one much more predominant than the other), had two migrant-oriented programs and a range of other activities and services. One high school which indicated that it did not know its migrant enrolment had only a remedial English program. Based on student data, this school had a proportion of bilinguals in the 30-40 per cent range.

It is our contention that the complexity of school situations and of the community situations in which schools are located, lead to data which can be interpreted in more than one way unless further research can be undertaken to obtain greater clarification. As well, however, we must begin to recognize that in this area of social interaction salient factors may operate in an ambivalent fashion; that is, given one set of circumstances the factors affect social interaction in one way, given another set of circumstances quite a different influence is exerted.

The final aspect of interest to us was the paucity of institutional support for migrant-oriented programs and other activities and services. Even in schools which reflect a high degree of diversity, very little is being done on an official level to take such diversity into account. The random nature of our sample should allow us to predict a general lack of institutional support with regard to ethnic language maintenance and bilingual education in the whole Melbourne metropolitan

area. We must, however, add the rider that the skewed distribution of migrant students and the consequences of a changing immigration policy, render suspect any generalization concerning migrant education.

We are fairly safe in making the following observations:

(1) Our data clearly expose a low level of institutional support amongst the four types of post-primary schools in our sample.

(2) The comments proffered by our interviewees, based on the fact that they were given voluntarily, provide some indications of reasons for this situation.

(3) Whatever the stated reasons for the failure or inability to respond to quite explicitly stated guidelines for multi-cultural education, including support for minority children in schools, (as seen from our survey of official documents and inquiries in Chapter I), much more research is required to unravel the forces at work in the schools.

Further research is, of course, a long term strategy, we feel that we can offer some more immediate suggestions on ways of boosting institutional support in regard to bilingual education and ethnic language maintenance.

Recommendations

If schools were to adopt community language teaching on a larger scale and bilingual education, they have various courses of action open to them.

1. Schools can select a few of the languages as school subjects after consultation with parents. Schools can also select one language to be paired with English in a bilingual education program. Once more consultation with parents is necessary. It may of course happen that no consensus can be reached across the various groups. For example, this is the reason why some Aboriginal schools in the Northern Territory have not introduced bilingual education (Spring 1980). However, even if agreement is reached the speakers of the language selected will have linguistic advantage vis à vis the other students. This may lead to tensions among students which schools wish to avoid. This could explain the conspicuous paucity of programs involving languages other than English.

2. Schools can try and introduce several bilingual programs. This may be an ideal but impractical solution as it would pose enormous problems in staffing, time-tabling and cost.

3. Schools can adopt a small-group learning approach with student-centred learning materials. The Multilingual Project has demonstrated the feasibility of this solution. Its value lies in giving all students the opportunity to study in the language or languages of their choice. Students can be sub-grouped according to language including English within the same classroom thus catering for diversity without interfering with the cohesive form unit. (For further information on the Multilingual Project, see Foster, Rado, Rowley, 1980.) The importance of keeping a judicious balance between diversity and cohesiveness is pointed out by social psychologists (Tajfel, 1978, Giles, 1977).

The absence of an overarching common group identity can lead to bad intergroup relations. By isolating one group of ethnic minority children from the majority group and other minorities, we do the school and ultimately our society a disservice. We should therefore look to a form of bilingual education which has a common denominator. The Multilingual Project offers the necessary shared learning experience despite the multilingual nature of that experience. The multilingual materials provide the necessary diversity, the shared content across languages, the unifying cohesive force. Teachers have frequently commented on the latter aspect of the project, namely that by using the materials students become more tolerant towards each other (Rado, 1976).

# CHAPTER IV

## Student Attitudes: Results and Discussion

### Scale reliability

As outlined in Chapter 2, the scales developed for the study were administered to a sample of 1499 students from 38 post-primary schools situated in the Melbourne metropolitan area. At each school a ten per cent sample was drawn from year levels seven, nine and eleven. This resulted in the selection of 541, 414 and 530 students at each level respectively (unfortunately 19 respondents failed to indicate their form level). To establish reliability of the scales, internal consistency coefficients (Cronbach $\alpha$) were calculated and are shown in Table 4.1 together with the scale means and standard deviations for each year level sample.

In general, the scales appeared to have sufficient discrimination and moderate to high reliability coefficients at each year level. However, the Cronbach alpha correlations were disappointing for a number of the two item scales. As mentioned earlier, the response formats of these scales were revised after pilot study investigations and this appears to have adversely affected the scales' properties. Nevertheless, since the scales contain two items only, the figures are quite adequate for application to groups of respondents.

Table 4.1

Attitude Scale Properties at Each Year Level

| Scale | Possible Range | Year 7 (N = 541) $\bar{X}$ | $\sigma$ | $\alpha$ | Year 9 (N = 530) $\bar{X}$ | $\sigma$ | $\alpha$ | Year 11 (N = 414) $\bar{X}$ | $\sigma$ | $\alpha$ |
|---|---|---|---|---|---|---|---|---|---|---|
| Attitudes to Language Maintenance | | | | | | | | | | |
| 1. Personal factors | ±36 | 4.75 | 8.17 | .76 | 3.74 | 8.82 | .82 | 4.37 | 8.95 | .84 |
| 2. Societal factors | ±30 | 1.40 | 9.20 | .85 | 0.73 | 9.75 | .88 | 1.43 | 9.57 | .89 |
| 3. Perceived attitudes of teachers | ±6 | 0.39 | 2.09 | .45 | 0.31 | 2.07 | .56 | 0.00 | 1.95 | .45 |
| 4. Perceived attitudes of parents | ±6 | 0.54 | 2.30 | .58 | 0.26 | 2.35 | .63 | 0.53 | 2.30 | .67 |
| 5. Perceived attitudes of friends | ±6 | -0.31 | 2.36 | .61 | -0.75 | 2.27 | .58 | -0.74 | 2.29 | .68 |
| Attitudes to Bilingual Education | | | | | | | | | | |
| 1. Attitude to Bilingual Education | ±39 | 1.05 | 9.99 | .83 | -1.33 | 10.98 | .88 | -3.14 | 10.77 | .89 |
| 2. Perceived attitudes of teachers | ±6 | -0.05 | 2.13 | .49 | -0.73 | 2.14 | .66 | -1.35 | 1.92 | .63 |
| 3. Perceived attitudes of parents | ±6 | -0.26 | 2.09 | .40 | -0.78 | 2.16 | .56 | -1.10 | 2.04 | .59 |
| 4. Perceived attitudes of friends | ±6 | -0.87 | 2.24 | .55 | -1.58 | 2.11 | .60 | -1.83 | 1.95 | .65 |

Attitudes of monolinguals and bilinguals

One of the major aims of the survey was to identify and compare the attitudes of different ethnic groups and then compare the attitudes of all bilinguals with monolinguals. As stated earlier, for the purposes of comparing the attitudes of various ethnic groups, only subsets of at least 9 students were considered. The types of bilingual groups identified are described in Table 4.2 together with the group's mean and standard deviation for each attitude scale.

To compare means of bilingual groups for each scale, separate analyses of variance were performed. There were only two scales for which these analyses were statistically significant ($p < .01$). The students' attitudes towards the societal benefits of ethnic language maintenance differed significantly among the bilingual groups ($p < .000$ , $F = 4.78$), as did their perceptions of the attitudes of their parents toward bilingual education ($p = .003$, $F = 3.14$). The procedure used to test pairs of means of groups for significant differences was a modification of Tukey's 'honest significant difference' test proposed by Kramer (1956). This technique has been shown by Smith (1971) to yield accurate results with unequal numbers. Application of the test indicated that both Greek and Yugoslav (Serbo-Croat) bilinguals had a stronger belief in the societal benefits of ethnic language maintenance than did the German, Maltese or Dutch bilinguals. Similarly, Italian and Greek bilingals perceived their parents as more supportive of bilingual education than did Dutch bilinguals. However, in all cases the level of significance was between the 0.05 and the 0.01 level.

Table 4.2

Attitudes of Monolinguals and Bilinguals

| Bilinguals N = 9 | N | Ethnic language maintenance | | | | Bilingual Education | | Teachers' Attitude to | | | | Parents' Attitude to | | | | Friends' Attitude to | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Personal | | Societal | | | | Language | | Bilingual | | Language | | Bilingual | | Language | | Bilingu | |
| | | $\bar{X}$ | $\sigma$ | $\bar{X}$ | $\sigma$ | $\bar{X}$ | $\sigma$ | $\bar{X}$ | $\sigma$ | $\bar{X}$ | $\sigma$ | $\bar{X}$ | $\sigma$ | $\bar{X}$ | $\sigma$ | $\bar{X}$ | $\sigma$ | $\bar{X}$ | $\sigma$ |
| Italian | 147 | 9.3 | 6.6 | 7.3 | 7.4 | 3.5 | 9.6 | 1.0 | 1.8 | 0.4 | 2.1 | 1.9 | 1.6 | 0.6 | 1.9 | 0.6 | 2.2 | -0.5 | 2 |
| Greek | 115 | 10.0 | 7.2 | 8.3 | 7.4 | 4.5 | 10.2 | 0.9 | 1.8 | 0.4 | 2.3 | 1.8 | 1.7 | 0.5 | 2.1 | 0.4 | 2.1 | -0.5 | 2 |
| Yugoslav (Serbo-Croat) | 43 | 10.2 | 5.9 | 9.0 | 5.8 | 3.2 | 10.3 | 0.7 | 1.1 | 1.1 | 2.2 | 1.4 | 1.7 | -0.1 | 2.1 | 0.7 | 1.7 | -0.0 | 2 |
| Maltese | 28 | 5.9 | 8.2 | 2.6 | 8.4 | 2.1 | 12.9 | 0.4 | 2.1 | -0.8 | 2.0 | 0.9 | 2.1 | 0.3 | 2.0 | 0.3 | 1.9 | -0.5 | 2 |
| German | 23 | 6.1 | 7.7 | 2.5 | 9.2 | 0.0 | 11.2 | 0.3 | 2.1 | -0.6 | 2.2 | 2.0 | 1.9 | -0.5 | 2.4 | 0.0 | 1.4 | -0.8 | 2 |
| Russian | 12 | 6.8 | 5.8 | 5.8 | 6.6 | 3.5 | 7.7 | 0.3 | 1.4 | -0.1 | 1.8 | 1.8 | 1.5 | 0.9 | 1.7 | 0.6 | 2.2 | -0.9 | 2 |
| French | 11 | 9.6 | 7.9 | 6.7 | 7.0 | 3.8 | 9.3 | 1.4 | 1.9 | 0.0 | 2.2 | 2.1 | 1.8 | 0.7 | 1.2 | 0.0 | 1.4 | -0.5 | 2 |
| Dutch | 9 | 4.7 | 8.2 | 0.0 | 9.2 | -0.9 | 14.9 | 0.0 | 1.7 | -0.9 | 2.0 | 1.3 | 2.0 | -1.9 | 1.3 | -0.8 | 2.8 | -1.2 | 2 |
| Monolinguals | 1,064 | 2.3 | 8.5 | -1.2 | 9.2 | -2.6 | 10.5 | 0.0 | 2.1 | -1.0 | 2.1 | -0.1 | 2.3 | -1.1 | 2.1 | -1.0 | 2.3 | -1.7 | 2 |
| Bilinguals | 435 | 9.1 | 6.9 | 6.8 | 7.6 | 3.0 | 10.1 | 0.8 | 1.8 | 0.1 | 2.1 | 1.7 | 1.8 | 0.3 | 2.0 | 0.5 | 2.1 | -0.5 | 2 |
| TOTAL | 1,499 | 4.3 | 8.1 | 1.2 | 8.8 | -0.93 | 10.37 | 0.3 | 2.0 | -0.7 | 2.1 | 0.5 | 2.3 | -0.7 | 2.0 | -0.6 | 2.3 | -1.4 | 2 |

The lack of significance may be in part a result of small numbers of some types of bilinguals in the sample. To further investigate the question of differences among different bilingual groupings would require some form of stratified sampling to ensure adequate numbers of bilinguals speaking different language types.

Provisionally one can state that the different beliefs expressed by different ethnic groups are congruent with Smolicz's (1979) theory of core values. Smolicz believes that central to the cultural identity of a group are a set of core values which can be arranged in hierarchical order. He endeavours to show that for some ethnic groups in Australia, language is the most important core value while for others a different cultural element, for example, religion, may play a decisive role. If our findings are interpreted in terms of cultural core values, they indicate that for Greek, Italian and Serbo-Croat speakers the ethnic language is of greater social importance than for German, Dutch and Maltese speakers. Consequently it should not be surprising that the Multilingual Project has rarely had a request for bilingual materials in the latter three languages. Such information could facilitate the choice of languages to be taught or selected for bilingual education programs.

A comparison of bilinguals and monolinguals can be made by considering the second and third last rows in Table 4.2. In all cases, the attitudes of bilinguals are statistically more positive than monolingual Australians ($p < .01$) and, in general, substantially different. With the exception of the attitude towards bilingual education that is attributed to their friends, bilinguals obtain positive mean scale

scores whereas for the monolingual respondents the attitude scores are negative for seven of the nine scales.

The next consideration is a comparison of the students' own attitudes to ethnic language maintenance and bilingual education. The findings for these three scales indicate that, although monolingual Australians accept that ethnic language maintenance is of benefit to the individual and to some degree a right of migrants, they also believe that such language maintenance adversely affects the Australian community as a whole. This finding supports some of our earlier work (Rado and Lewis, 1980). The notion that monolinguals appear to accept (and bilinguals reject) is that bilingualism is bad for Australia because it prevents the integration of migrants and is a divisive influence on the community. The attitude of monolinguals to bilingual education is also negative.

As we did not probe students' language skills, only their non-English-speaking background, this finding seems to indicate that such a background is in fact reflected in student attitudes. If this is the case, then it should not be surprising that a monolingual English-speaking background tends to produce a favourable bias towards monolingualism and the rejection of the instructional use of a second language.

These findings also have significant implications for the successful implementation of programs designed to stimulate or support bilingual education. It is very possible that unless some education of the monolingual students is undertaken in an attempt to make their

attitudes towards ethnic language positive, curriculum innovations aimed at supporting bilingual education may have to contend with being placed into hostile environments.

The final consideration with respect to Table 4.2 relates to monolingual and bilingual students' perceptions of the attitudes of parents, teachers and friends. In all cases, monolinguals report negative attitudes and, with the exception of the scales assessing their perceptions of teachers' and parents' attitudes to ethnic language maintenance, all scores are at least three standard errors from the mean and are therefore significantly negative ($p < .01$). The bilinguals however have positive mean scores on all scales with the exception of that assessing their perception of their friends' attitudes to bilingual education, which is significantly negative ($p < .01$).

In summary of the students' perceptions of teachers, it can be inferred that if the perception of students reflect reality, some education of teachers may be necessary before bilingual education can be introduced successfully. It is interesting that monolinguals identify teachers as more in opposition to bilingual education than do the bilinguals. This finding may reflect either differences in perception, differences in the teachers known to these two groups or some combination of both factors. With respect to the scale concerning parents' attitudes, one point is worthy of note. The bilinguals' perceptions of their parents' support of bilingual education, although positive, is quite small in a scale with a potential range of -6 to 6, whereas their perceived support of language maintenance is much greater.

The weaker support for bilingual education may be due to ignorance as to what such an educational provision entails. It is not likely that parents would be familiar with the theory and practice of bilingual education, therefore it is possible that they may regard the use of the ethnic language as the language of instruction as an impediment in developing the necessary competence in English for passing formal examinations. Understandably parents may give higher priority to the personal advancement of their children over their allegiance to the ethnic language. It is surely the duty of the school to enlighten parents that their ethnic language and English are not in competition, on the contrary they should and could mutually support each other within an appropriate bilingual education program.

The assessments of perceived attitudes of friends are very interesting and tend to indicate that the scales have validity. Bilinguals, although seeing friends as significantly more supportive of bilingual education than do monolinguals, nevertheless perceive their friends as opposing the concept.. Since it is very likely that monolinguals would make up a significant proportion of their friendship group, this result appears consistent with the other findings.

Attitudes by year levels

The next consideration in interpreting the data, was an analysis of the relationship between the respondents' attitudes and their year level.

Ideally, if one wished to investigate changes in students' attitudes to bilingual education as a function of age or year level, it would be necessary to mount a longitudinal study. The data required

would be the same students' responses to the same measures on a number of occasions, years apart. However, such an investigation is unwieldy due to the amount of time that would need to be invested. Longitudinal studies of school students' attitudes which last longer than one year are, therefore, quite unusual.

The next most preferable method used to approximate longitudinal studies is that which we employed, that is to collect representative, cross-sectional data at each year level of interest. Clearly, the same students are not tested at each level. However, if the assumption is made that year 11 students were, when in year 7 (4 years ago), no different in attitude to the students currently in year 7, then developmental trends can be discussed. It is useful to note that in each year level, the proportion of bilinguals is almost identical, thus any differences in year level responses cannot be attributed to this factor.

Table 4.1 records the means and standard deviations for students' responses to all scales at the seven, nine and eleven year levels. The data indicate no consistent trend in differences in the attitudes of students at different year levels to ethnic language maintenance. There is, however, a significant linear relationship between year level of respondents and attitudes related to bilingual education. It would appear that the higher the year level of the students, the less supportive they are of the concept of bilingual education and the less supportive significant others appear to be. One very probable explanation of these findings relates to our earlier discussion of bilinguals' perceptions of parents' support of bilingual programs. It may be that

whereas younger students do not perceive many problems in using ethnic language as the language of instruction, older students are more concerned with the quality and speed of learning. These students feel harder pressed to develop the abilities to pass formal examinations and/or prepare for the workforce and therefore are less inclined towards bilingual learning. There is an urgent need to enlighten the community, namely all parents, ethnic and Anglo-Australian and all teachers, on the nature of bilingualism. Theory and research offer the following information.

Bilinguals instructed in a second language achieve a higher educational standard if they have a well developed first language on entering school (Lasonen and Toukomaa, 1978, Skutnabb-Kangas and Toukamaa, 1976).

Cummins' elaboration on the relationship of a bilingual's first language and second language is illuminating.

> The 'developmental interdependence' hypothesis proposes that the development of competence in a second language L2 is partially a function of the type of competence already developed at L1 at the time when intensive exposure to L2 begins. The 'threshold' hypothesis proposes that there may be threshold levels of linguistic competence which a bilingual child must attain both in order to avoid cognitive disadvantages and allow the potentially beneficial aspects of bilingualism to influence his cognitive and academic functioning. (1979: 1, 49(2): 222)

From the point of view of cognitive development, one can argue that what matters is the understanding of new concepts. The language that mediates them is of lesser importance as our knowledge and semantic system is stored in long-term memory in an abstract non-verbal form

(Cohen 1977). This explains why Kolers (1968) found that concepts learned in the first language and revised in the second language are remembered equally as well as if learned and revised in the same language.

Semantic memory for words and sentences is aided by recency and frequency of use. In order to reap maximum benefit from bilingualism, the ethnic language must be used, it must be constantly rehearsed otherwise it will become less accessible. In the interdependence relationship of the ethnic language and English, it will no longer play an effective role.

We have some documentation for the following characteristics of bilinguals. The lexicon of bilinguals is smaller in each language compared with monolinguals. This is easily observed in small children and can be the basis for rejecting bilingualism. Of course the sum total of the bilinguals' lexicon across languages may be bigger than the single lexicon of monolinguals. With respect to sentence complexity there is no difference between bilinguals and monolinguals. Undoubtedly, the bilinguals' languages do impinge on each other and do occasionally show some interference. On the other hand, bilinguals tend to be accommodating towards others, they are superior on verbal and non-verbal categorisation tasks and show earlier and greater linguistic awareness. In other words, they reflect on language well before they receive any formal teaching in grammar - both spontaneously and in response to questions, they make remarks on pronunciation, on morphology, they correct themselves and other speakers, they remark on meaning and form and they may even make puns (Ben-Zeev, 1977, Slobin 1978, Grieve, Tunmer and Pratt, 1980 forthcoming).

If the above were generally understood, students, parents and teachers would be able to make informed judgments on bilingualism and so decide whether bilingual learning is a sound and desirable educational investment.

The relationships among attitudes

In investigating the relationships existing between attitudes to bilingual education and to ethnic language maintenance, the first consideration was a comparison of the relationships found among the monolinguals and bilinguals. Therefore the correlations between the attitudes were computed for the two samples of students. The association between their own attitudes and the association between those they attributed to their parents, teachers and friends are recorded in Table 4.3.

Table 4.3

Relationships between Attitudes to Bilingual Education and Ethnic Language Maintenance

| | Students own Attitudes | Attitudes attributed to: Parents | Teachers | Friends |
|---|---|---|---|---|
| Monolinguals | Societal 0.68<br>Personal 0.69 | 0.51 | 0.53 | 0.60 |
| Bilinguals | Societal 0.56<br>Personal 0.54 | 0.42 | 0.36 | 0.53 |

The comparisons between correlations were performed using the t test for independent samples (Ferguson, 1959). There were three differences in correlations that were statistically significant ($p < .01$). The associa-

tion between both indicators of the monolinguals' own attitudes to ethnic language maintenance and their attitude to bilingual education is significantly closer than that reported by the bilinguals. In addition, the association between attitudes attributed to parents and teachers are also greater for monolinguals.

One may infer from these findings that, compared to bilinguals, monolingual students view bilingual education as more closely aligned with the issue of ethnic language maintenance. That is, they appear to have a stronger belief that the purpose of bilingual education is to facilitate the maintenance of ethnic languages. Although the bilinguals also associate these two attitudes, the association is not as strong. They therefore appear to acknowledge the existence of alternative rationales. In addition it appears that bilinguals are also less likely than monolinguals to associate perceived teacher attitudes to bilingual education and ethnic language maintenance ($p < .01$). It may be that bilinguals attribute teachers with an awareness of alternative rationales for bilingual education that they themselves possess. The responses of students to potential rationales for bilingual education is explored in detail later in this chapter.

The second issue considered was a comparison within the monolingual and bilingual groups, of the association between the attitudes the student attributed to parents, to teachers and to friends. The only statistically significant difference in correlation occurs in the bottom row. Teachers' attitudes to bilingual education and ethnic language maintenance were not seen by bilinguals as being so closely associated as were the attitudes of their friends ($p < .01$). It is

possible to infer that bilinguals perceive their friends as more closely associating bilingual education and ethnic language maintenance than do their teachers. If the school 'friends' of bilingual respondents include sizeable proportions of monolingual Australians, their perceptions would be consistent with the findings reported earlier.

Another important consideration involved a comparison between attitude to ethnic language maintenance and attitude to bilingual education of the respondents' attitudes and those they attributed to parents, friends and teachers. To engage in these analyses, students' responses to the scale measuring their own attitudes were correlated with their responses to the other three scales. The analyses were undertaken separately for monolinguals and bilinguals. The correlations are recorded in Table 4.4.

Table 4.4

Relationships Between Students' Attitudes and Those They Attribute to Parents, Teachers and Friends.

| | Monolinguals | | | Bilinguals | | |
|---|---|---|---|---|---|---|
| Attitude to: | Parents | Teachers | Friends | Parents | Teachers | Friends |
| Language Maintenance (Societal) | 0.65 | 0.54 | 0.55 | 0.61 | 0.41 | 0.38 |
| Language Maintenance (Personal) | 0.61 | 0.51 | 0.55 | 0.65 | 0.39 | 0.41 |
| Bilingual Education | 0.53 | 0.48 | 0.47 | 0.50 | 0.42 | 0.48 |

A comparison of each of the correlations computed from the responses of monolinguals and the corresponding correlation obtained for bilinguals was conducted using t tests for independent samples. The findings relating to ethnic language maintenance indicate that the views of monolinguals are shared by both the school and the home. They are generally in harmony with their environment. In contrast however, bilinguals perceive significantly less ($p < .01$) congruence between their views and those of their school environment (teachers and friends) than do monolinguals, even though the home environment of bilinguals appears as supportive of their own views.

In order to determine which 'significant other' was perceived as holding views more concordant with the students' own attitudes, the correlations between the students' own attitude and those attributed to parents, to teachers and to friends were compared. These comparisons were done separately for monolinguals and bilinguals.

For both bilinguals and monolinguals the perceived attitudes of parents towards ethnic language maintenance appear more supportive of the views of the student than the attitudes attributed to teachers or friends ($p < .01$). However no significant differences occurred for the attitudes towards bilingual education.

Two alternative explanations can be offered for these findings. The first is that students' attitudes towards ethnic language maintenance are less influenced by those of their friends and teachers than by the attitudes of parents. The second is that the perceptions of teachers' and peer group attitudes are less influenced by students' own dispositions. We believe that although both explanations probably apply, the former is

the more plausible. Students' own attitudes appear to be primarily influenced by their parents. These findings, although applicable to both monolinguals and bilinguals, apply more particularly to the latter.

There is some research evidence (Smolicz and Harris, 1976; Marjoribanks, 1980) which points to loyalty towards the parents' ethnic language by children brought up in Australia.

Reasons for bilingual education

In order to identify students' conceptions of acceptable criteria for implementing the learning of school subjects in migrant languages as well as English, their responses to the remaining questions of the questionnaire were investigated. The first of these questions described the potential rationales for bilingual education. The students firstly indicated which rationales they rejected and secondly ranked those that remained. Table 4.5 records the percentage of monolinguals and bilinguals who rejected each of the reasons listed. In addition, for students who accepted a reason, the percentage indicating different ranks is noted.

Comparison of the percentages of monolinguals and bilinguals rejecting each of the rationales supports the earlier findings indicating that monolinguals were consistently less supportive of bilingual education than were bilinguals. It is nevertheless interesting to note that the majority of monolinguals supported each of the reasons provided. This appears to be in contrast to their negative mean score on the Likert attitude scale measuring attitude to bilingual education. One explanation could be that students rejected individual Likert items proposing one of the rationales for bilingual education because they

Table 4.5

Reasons for Implementing Bilingual Education

| | Per cent reject | Per cent selecting ranks (High) 1 | 2 | 3 | 4 | (low) 5 |
|---|---|---|---|---|---|---|
| Monolinguals | | | | | | |
| Migrants can learn English better | 45 | 23 | 21 | 18 | 20 | 18 |
| Migrants can continue to learn own language | 24 | 20 | 28 | 25 | 20 | 8 |
| Migrants can learn a new language | 27 | 31 | 25 | 18 | 14 | 12 |
| Migrants can enjoy school more | 26 | 23 | 27 | 26 | 16 | 8 |
| Migrants can learn more | 26 | 29 | 26 | 22 | 16 | 7 |
| Bilinguals | | | | | | |
| Migrants can learn English better | 31 | 22 | 22 | 19 | 19 | 19 |
| Migrants can continue to learn own language | 13 | 29 | 28 | 21 | 16 | 7 |
| Monolinguals can learn a new language | 14 | 12 | 30 | 22 | 21 | 15 |
| Migrants can enjoy school more | 22 | 14 | 23 | 25 | 25 | 14 |
| Migrants can learn more | 17 | 28 | 20 | 23 | 17 | 12 |

preferred another. However when presented with the opportunity to express their preferences through ranks, they felt no need to reject the rationale entirely.

When rationales are compared, it can be seen that for both monolinguals and bilinguals the least acceptable reason for implementing bilingual education is to encourage migrants to learn English better.

It is interesting to compare students' preferred reactions to bilingual education with the theory and practice discussed in the professional literature. The role of bilingual education is seen as an instrument for developing competent bilingualism. The importance of dual language development is discussed in more detail earlier in this chapter. The ability of bilingual education to facilitate the development of both languages is either not understood by our school population or overshadowed by the notion that it will be used as a transitional program, a quicker and more efficient way of learning English. Transitional programs are judged by those favouring language maintenance and competent bilingualism as hypocritical and not conducive to serving the best interests of minority students.

For monolinguals the most preferred reasons for bilingual learning appear to be that firstly it enables the learning of another language by monolinguals and secondly that migrants who learn this way will learn more.

Although these reasons are among those generally accepted by bilinguals, they see an opportunity to continue learning their own

language as the most significant reason for implementing bilingual education.

The final question requested students to imagine that bilingual education has begun in schools. They were to indicate whether this form of learning should be undertaken by 'both migrant and non-migrant children' or 'only migrant children'. Analysis of their responses shows that 62 per cent of respondents indicated a preference for all students to learn in English and another language. When the responses of bilinguals and monolinguals are considered separately, the difference in percentages selecting bilingual education for all is statistically significant ($p < .001$) with 76 per cent of the former and 57 per cent of the latter supporting the proposition.

Although 76 per cent of bilinguals agree with the idea of bilingual education for all, the opportunity for monolinguals to learn a new language is nevertheless seen by them as less important than the opportunity for themselves to continue learning their own language.

In summary, it is important to note that students' preferred rationales for the use of bilingual education reflect views conflicting with those held by some teachers. Students clearly see it as a means of improving the learning of bilinguals and enriching their own educational experience, rather than a means of coping with migrants in the classroom who have not yet learnt English and thereby accelerating their English language acquisition progress.

In the light of our previous finding (Rado and Lewis, 1980),

we were surprised by these findings. These opinions also contradict responses of bilingual students to questionnaire and interview questions within the context of evaluating the Multilingual Project (Rado, 1978). However these opinions were obtained from students who had actual experience with bilingual learning materials. The majority of these 'experienced' students thought that bilingual learning would be of little interest or relevance to monolingual Australian students but would be of value for migrants. It would be interesting to compare and probe the attitude of 'experienced' and 'inexperienced' bilingual and monolingual students in the future. For instance is it the case that students who are positively inclined towards bilingual education for all are prompted by the notion of equal educational opportunities? In other words, in the eyes of bilinguals, is bilingual education more acceptable if it is not a form of special education but part of the general program? Do monolinguals share this view, as it invites their participation and so opens an avenue whereby they can extend their language skills?

# CHAPTER V

## Conclusion

### Summary of major findings

1. Twenty-seven different languages were present in the schools sampled in the study.

2. It was estimated that for more than two-thirds of these languages the number of students speaking one or more of these ethnic languages was 5 or less at any year level.

3. For approximately half of the schools, the proportion of bilinguals was greater than 30 per cent of students.

4. In general, three or more of the majority ethnic languages were present in schools containing a substantial proportion of bilinguals.

5. Schools consistently reported fewer bilingual students than was derived from students' responses regarding language usage.

6. Institutional support for migrant-oriented programs was generally low. However, the degree of support varied with school type. Both high and catholic schools offered greater support than technical and independent schools.

7. The most frequently offered service for migrant students was translation of notes, reports and school newspapers primarily to inform parents.

8. Monolinguals supported ethnic language maintenance for the personal benefit of migrants but rejected the notion that such maintenance was to the benefit of society in general.

9. Bilinguals reported consistently more favourable attitudes towards ethnic language maintenance and bilingual education than did monolinguals. Variation among the attitudes of different bilingual groups was also observed.

10. Monolingual students rejected the notion of bilingual education.

11. The perceived attitudes of parents, friends and teachers differed between monolinguals and bilinguals with the former reporting consistently negative attitudes and the latter being generally positive.

12. Student attitudes towards ethnic language maintenance were consistent across year levels whereas their attitudes towards bilingual education became more negative with higher year level.

13. Both monolingual and bilingual student attitudes towards ethnic language maintenance and bilingual education were significantly associated although the former perceived a closer relationship.

14. For both monolinguals and bilinguals, the perceived attitudes of parents towards ethnic language maintenance were more concordant with their own attitudes than were the attitudes attributed to teachers and friends. This trend was particularly noticeable for bilinguals.

15. The most preferred reasons for bilingual learning indicated by monolinguals were that (1) 'monolinguals can learn a new language' and (2) 'migrants can learn more'. The most preferred rationale proposed by bilinguals was that 'migrants can continue to learn their own language' by means of bilingual education.

16. The majority of both monolingual and bilingual students recommended that bilingual education should be provided for all students in preference to servicing the needs of only migrant minorities.

Implications

1. The findings relating to proportions of bilinguals in schools appear to augur well for ethnolinguistic vitality and may, in part, explain the positive responses of bilinguals. However, this factor of concentration would be reduced in correspondence with the number of language groups present in any school and, as the findings indicate, most schools have substantial numbers of language groups.

2. The wide dispersion of language groups explains partly why schools are slow to respond to migrant needs. Schools tend to see the solutions to this problem in terms of personnel (bilingual teachers or teacher aides). This, in turn, implies a substantial increase in staffing; a patently unrealistic solution.

3. Bilingual education is seen as an innovation which conflicts with efficient learning. It is therefore not considered to be suitable for senior students.

4. The most remarkable outcome of this investigation is the positive attitude of bilingual students to bilingual education seeing that they perceive only weak support for it in the home, almost no support at school and opposition from peers. This spirit of independence one would assume augurs well for bilingual education. However, we should not be lulled into complacency and introduce bilingual education without careful preparation. One cannot assume that students, who manifest a positive attitude to bilingual education in a situation where this information is treated confidentially, will readily participate in such a program in an environment they perceive as hostile to it.

5. Two questions in particular demand the attention of educators who either unreservedly favour bilingual education or who are prepared to adopt it on an experimental basis in order to explore its potential for our educational system.

    1. How can we exploit the positive attitude of bilinguals?
    2. How can we involve monolinguals in a bilingual program?

The importance of the second question should not be underestimated because successful participation of monolinguals will have the greater impact on attitudes of the majority and so make the first question in some respects redundant.

6. Bilinguals do not perceive a substantial congruence between their views and that of their school environment. This is supported by the views expressed by their monolingual peers. Hence, the school should take cognizance of this lack of harmony irrespective of its plans for language teaching and bilingual education.

Recommendations

1. One task facing curriculum innovators in schools in the multicultural field is combatting the prevailing prejudice against community language learning and bilingual education among monolingual Australians, including the teachers and supporting those bilinguals who are positively disposed towards it. This is an urgent task if we aim at mounting genuine multicultural school programs successfully.

2. Teachers in training should be alerted to the fact that empathy with the migrant child is a necessary but not sufficient prerequisite for language maintenance provisions in schools.

3. There is a need to inform teachers, students and parents that ethnic language maintenance does not impede the successful acquisition of English. On the contrary, it may enhance it.

4. Schools need to become more aware of students' self-perceived identity and the ethnic presence in the communities they serve.

5. Since the primary reason for bilingual students favouring bilingual learning is to maintain their ethnic language, support in the majority ethnic languages at school does not meet the needs of many of these students. An alternative solution would therefore be the provision of student-centred bilingual materials in as many languages as required.

6. All students (monolingual and bilingual) should be given the

opportunity to participate in bilingual education programs but for neither group should this form of education be seen as compulsory. In Australia it is not necessary for the whole population to be bilingual. However a number are needed in many occupational areas. These bilinguals should not be exclusively of a non-English-speaking background but should be representative of the total population and therefore should include individuals with a non-English speaking background. Unless the latter participate, bilingualism will become tantamount to linguistic minority status with its concomitant implications.

7. With respect to the selection of students, contrary to the practice whereby bilingual education is used as a means of 'rescuing' students who cannot meet the demands of a conventional school curriculum, we suggest that bilingual programs should be first established on an experimental basis for the more able and/or those who are already competent in two languages. Most importantly students must be interested in participating. An initially elitist approach can be justified on several grounds. It creates ideal conditions for experimentation thereby facilitating the fairly rapid development of models for bilingual schooling which are suited to Australian conditions. These models can then serve the general school population.

8. Bilingual education is undoubtedly difficult to implement, but implementation should not be unduly delayed. Rather a start ought to be made, albeit in a limited way. Teaching in a dual medium program entails the use of another language besides English as the

medium of instruction. The size of linguistic groups and the availability of bilingual teachers would influence the choice of language for a bilingual program.

9. If we wish to advise schools on the successful implementation of the national guidelines on multicultural education, discussed in the Introduction to this Report, we can firstly offer them an instrument which will help them to ascertain the receptivity of students with respect of language teaching and bilingual education. On the basis of our proposed model, we can also direct them to areas that demand attention. For example, teachers could develop greater language awareness, empathy, esteem, by informing themselves in greater detail about their students. The school could also develop closer links with the ethnic communities it serves and offer language learning as an organic part of the total curriculum. Specific information on these points is to be found in the form of the 'Teachers' Handbook on Multicultural Learning Materials' (Rado, 1981, forthcoming).

The status branch of our three-pronged model was not explored in the present study. One can, however, speculate that the factors under this category may provoke different reactions from teachers and students. For example, if we take the sub-category 'similarity' we can have situations where students see themselves closer to the dominant group than do the teachers and vice-versa. This would affect their respective status perceptions. It may be that as their ethnolinguistic vitality diminishes, children gain in school status. It is conceivable, of course, that a strong ethnolinguistic identity commands respect. Here is an

example of the ambivalent nature of most factors included in our model.

Our survey of schools shows that they do not substantially support their migrant students in virtue of their ethnolinguistic difference and diversity but only as students on par with their dominant group peers. Consequently, the institutional support component of our model is weak. This may partly explain the lack of interest in language learning and bilingual education of the Anglo-Australian students since authority, in their case the school, does not officially acknowledge the presence of 'migrants' in its program. The minority children show that they also see the school setting unsupportive. Their divergent views from the dominant group may have various sources, including cognitive, affective and social needs which may override the pressure to conform to prevailing views.

According to our model, the factors listed under demography should support migrant students. In our study, this was evident. (We must remember that we took into account only three of these factors.) However, once more, these factors appear to be ambivalent. For example, student data indicated that for about half of the schools in our sample, the proportion of bilinguals was greater than thirty per cent of the students yet schools consistently provided a lower figure. Hence, numbers, unless they are recognized, may not contribute to support for migrant students. With respect to ethnic identity or language use, we adopt a sociolinguistic stance that the final arbiter is the individual. Schools, therefore, must accept such individual perspectives and adapt their programs accordingly.

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# APPENDIX 1

Initial Letter to Schools

Follow-up Letter to Schools

Synopsis of Pilot Study

**La Trobe University**

**SCHOOL OF EDUCATION** TELEPHONE 478 3122
CENTRE FOR THE STUDY OF
TEACHING AND HUMAN INTERACTION

25.4.1980

The Principal

Dear Colleague,

We are presently engaged in a study of 'Student Attitudes to Language Learning in Schools' which is funded by the Education Research and Development Committee, Canberra.

Your school has been randomly selected from the A.C.E.R. sampling frame of Melbourne metropolitan schools. We are inviting your participation in the research study. For your information, included with this letter is a summary of our work to date on attitudes to language learning.

What are we asking of you? We would like to administer a language attitude questionnaire to a sample of your students at years 7, 9 and 11. The questionnaire would take about 20 minutes to complete. Our research assistants will administer the questionnaire or train your staff to do so. We would like a short interview with you or some person designated by you to ask a few questions about the nature of the school enrolment, migrant-oriented programs, and so on.

One of our research assistants, Ms. Robson or Mrs. Tants, will phone you in a few days time to answer any questions you might have and to arrange to visit your school.

We look forward to your participation in this research study.

Yours sincerely,

Drs. Foster, Lewis, and Rado

BUNDOORA / VICTORIA / AUSTRALIA 3083. TELEGRAMS AND CABLES: LATROBE MELBOURNE

La Trobe University

SCHOOL OF EDUCATION TELEPHONE 478 3122
CENTRE FOR THE STUDY OF
TEACHING AND HUMAN INTERACTION

23.5.1980

The Principal,

Dear Colleague,

Thank you for your participation in our current research project, 'Student Attitudes to Language Learning in Schools'.

As arranged verbally we will be at your school at on to the test for your students and to conduct a brief interview with you or your designated representative about the school community. To minimise the interruption to your students, it has been decided to survey only ten per cent of years 7, 9 and 11 and your assistance in ensuring this random sample will be necessary to the success of the project.

To obtain a ten percent sample, select every tenth student from class or form lists. If any form or class exceeds a round number, say 42 rather than 40, select one extra student. This means that in the example cited, you would choose 5 not 4 students in the sample. Should a student be absent on the day the test is administered, could you replace him or her by the student before or after in the list. We are quite happy to select the sample if you supply us with the complete lists of student names.

If you have any further queries in relation to this work, please do not hesitate to contact us at La Trobe University or after hours on 354 3050.

Kind regards,

M.Robson and S.Tants
Research Assistants

BUNDOORA VICTORIA AUSTRALIA 3083 TELEGRAMS AND CABLES LATROBE MELBOURNE

127 129

EXTRACTED FROM.

# EXPLORING STUDENT ATTITUDES IN AUSTRALIA TOWARDS ETHNIC LANGUAGE MAINTENANCE

*Maria Pado and Ramon Lewis*
*La Trobe University*

*Introduction*

The relatively recent recognition that Australia is a multicultural/multilingual society has some clear implications. One of the most salient of these concerns is the maintenance of linguistic minority students' ethnic language. Whereas there seems to be a consensus of opinion on the necessity for these students to gain full mastery of English, the same cannot be said about the ethnic language. This is equally true for the children of Australia's indigenous minority, the Aborigines and the children of non-English speaking immigrants.

Although ethnic language maintenance for the oncoming generation continues to be a controversial educational question, there are clear signs that official opinion expressed in government publications (Schools Commission 1975; Department of Education, 1976, 1977; The Australian Ethnic Affairs Council, 1977) and ethnic community demands voiced in the ethnic press (e.g. Greek Orthodox Community of Melbourne and Victoria, 1973, 'Horizons' Education Magazine, 1, 1978) favour experimentation with community language teaching and bilingual education.

Recent theories on bilingual language development point to the need for the successful implementation of such programs. These arguments refer to both the intellectual and social development of the student. The proposed

'developmental interdependence' and 'threshold' hypotheses are particularly pertinent to the intellectual development. In the words of Cummins -

> The "developmental interdependence" hypothesis proposes that the development of competence in a second language L2 is partially a function of the type of competence already developed at L1 at the time when intensive exposure to L2 begins. The "threshold" hypothesis proposes that there may be threshold levels of linguistic competence which a bilingual child must attain both in order to avoid cognitive disadvantages and allow the potentially beneficial aspects of bilingualism to influence his cognitive and academic functioning. (1979: 1 forthcoming)
>
> (See Skutnabb-Kangas and Toukomaa, 1976; Toukomaa and Skutnabb-Kangas, 1977; Lasonen and Toukomaa, 1978; Cummins, 1978, 1979.)

If Cummins and his Finnish colleagues are right then mother tongue maintenance is vital to the full intellectual growth of the bilingual migrant child.

Concern for the bilingual student's social development is a question that the literature on language maintenance has by no means overlooked (see Edwards, 1977). However, those questioned about the desirability of language maintenance and/or disposition towards the ethnic minority groups are generally, although not exclusively, members of the ingroup, the minority in question (see Gardner and Lambert, 1972). This approach reflects an underlying assumption that language maintenance programs are only for the ethnic population. Some educators in Australia, including the authors, feel that language learning programs should be extended to the whole school population. ( Clyne, 1974; Claydon, Knight, Rado, 1977). If language maintenance programs are to support bilingual students' social development they must not be seen as a remedy for the disadvantaged but rather as an enrichment for all. Therefore, the teaching of ethnic languages, and/or bilingual education, concern schools with a very low population of bilingual students as much as

schools with a high proportion. Schools in the former category are beginning to recognise this. For example, Scotch College, a high status independent boys' school plans to introduce Italian. Such programs assist in the special development of bilinguals and further language maintenance indirectly in that they lend status to the ethnic languages, and by implication to the ethnic group. An ethnic group with a reasonable status, is a more suitable reference group for the growing individual who is in the process of developing his self-concept than one which is looked upon unfavourably or distrusted (Giles, 1977).

Although the adolescent who feels loyalty towards his ethnic group is more likely to also feel loyal towards the ethnic language, a bilingual individual need not have language and/or culture conflict in Australia. Kelman's (1972) distinction between sentimental and instrumental attachment can serve to illuminate this situation. The migrant student* can satisfy his sentimental attachment to his language and culture in the home and his instrumental attachment to the English language and culture in public life. The school can play an important role in helping to develop the bilingual's dual competence.

For both the intellectual and social well being of the bilingual migrant student it is essential to create optimum conditions for the acquisition of the ethnic language. It is self evident that these conditions would need to include suitable teaching materials and specialist teachers, well equipped for the task. To satisfy these may be essential, but not sufficient, as there may be other forces operating which could effectively influence ethnic language development.

This study is concerned with some of these mediating factors; namely students' own attitudes towards ethnic language learning and the attitudes of parents, friends and teachers, as they are perceived by the students. The focus on students' attitudes and perceptions arises from the concern that the wishes of those directly affected by language maintenance measures should be taken into account. Since we were interested in class attitudes or classroom climate, as mediating variables, we required an instrument that would be efficie for teachers to interpret. The resulting information, we believe, would be necessary, although not sufficient for the successful implementation of language maintenance programs.

The widely employed techniques of matched-guise and interview to measure ethnic attitudes is not being used as they are unsuitable for efficient administration to classes. We chose not to use an interview style questionnaire due to the difficulty of establishing the reliability of the resultant responses. The instrument we are employing in the investigation is similar in concept to the scale used by Zirkel and Graeme (1976) in their study of the cultural attitudes of a sample of primary school children. Their scale items presented visual stimulus material and required a response which discriminated among respondents. Our scale is of the Likert style and uses items which were written propositions to which students respond by indicating their extent of agreement or disagreement on a five point scale. Unlike most previously employed Likert scales in this field, the emphasis was not on attitudes to ethnic language <u>speakers</u>, (e.g. Gardner et al. 1970, Victorian Ministry of Immigration and Ethnic Affairs, 1978), but rather the language itself.

In an attempt to identify beliefs and attitudes prevalent in the Australian school community, a pilot study was conducted in 1978. Statements about ethnic language maintenance were solicited from a sample of 40 teachers concerned with subject areas other than English. They were asked to provide statements which reflected a positive or negative evalu-

ation of ethnic languages. That is, to concentrate on attitudes they thought common towards the native languages of immigrants to Australia.

These statements were then grouped by 'theme'. Some beliefs that were reflected in the statements about ethnic language maintenance were that it will .....

1. improve migrant students' communication with their parents;
2. prevent migrants from assimilating;
3. assist in the maintenance of ethnic identity;
4. inhibit the migrant in learning English;
5. facilitate better expression for migrants, and
6. be redundant for native speakers.

Although these beliefs do not strictly necessitate value judgements of ethnic language maintenance, the form in which many statements were written clearly reflected evaluations. For example, in addition to statements of belief such as: "If migrant children continue to learn their own languages they will be more likely to keep their ethnic traditions". Other similar evaluative statements occured like: "It is very <u>important</u> for migrants to keep the traditions of the countries that they come from". Similarly the belief reflected in: "If migrants continue to learn their own languages they will find it more difficult to learn English", was often paralleled by the reaction to the evaluative statement: "It is hard enough for migrant children to speak English, it is <u>silly</u> for them to learn their own language as well".

Further consideration of the pool of statements compiled indicated that there were primarily two dimensions along which ethnic language maintenance was being evaluated. The first was a Good-Bad dimension. This type of

evaluation can be illustrated by the statement - "It is best for Australia if everyone only speaks English". In contrast, statements such as - "It is useful for people to know more than one language" appeared to be mainly reflecting judgements on a valuable-valueless dimension. Although these two dimensions are probably conceptually distinct, we are only concerned with the students' overall disposition towards ethnic languages and not, at this stage, interested in reasons for the disposition. We therefore combine items in the one scale.

# APPENDIX 2

Instruments

1. Student Opinion Survey
2. Structured Interview for Schools

LA TROBE UNIVERSITY

SCHOOL OF EDUCATION

STUDENT OPINION SURVEY

A. Some people from La Trobe University are trying to find out how people feel about language learning in schools. They would like you to help by giving your opinion about a number of statements.

B. No teacher or person from the school will see your opinions on this questionnaire.

C. Would you please fill in the following information:

1. Name: (optional) _____ [ | | ] 1 - 3

2. School: _____

3. Sex: Male _____ Female _____ [ ] 4

4. Age: _____ [ ] 5

5. Form: _____ [ ] 6

6. In what country was your father born? _____ [ | ] 7 - 8

7. In what country was your mother born? _____ [ | ] 9 - 10

8. What is your father's original language? _____ [ | ] 11 - 12

9. What is your mother's original language? _____ [ | ] 13 - 14

10. In what country were you born? _____ [ | ] 15 - 16

11. How many years have you lived in Australia? _____ [ | ] 17 - 18

12. What other languages do you speak besides English? [ | ] 19 - 20

_____

13. What other languages do you speak with your parents besides English? [ | ] 21 - 22

_____

D. There are a number of statements about language learning in this questionnaire.

You should give your opinion about these statements as quickly as you can after they have been read.

There are no 'right' or 'wrong' answers. This is not a test or exam; what we want is your opinion. Please do not write what you ought to believe, or what other people want you to believe. Try to indicate what you think. Your answers will not be shown to anyone in the school.

E. Turn over to the next page.

CODE: SA = Strongly agree; A = Agree; D = Disagree; SD = Strongly disagree.

SECTION A.

| | | | | | |
|---|---|---|---|---|---|
| 1. | Migrant children should be able to talk to their parents in their parents' own language. | 1. | SA | A | D | SD |
| 2. | Migrants should be taught school subjects (for example, History, Science) in their own language as well as English so they will understand better. | 2. | SA | A | D | SD |
| 3. | In Australia English is the only language anyone needs to know. | 3. | SA | A | D | SD |
| 4. | If migrants want to learn their school subjects in their own language as well as English, then let their own communities do the teaching, not schools. | 4. | SA | A | D | SD |
| 5. | If migrant children continue to learn their own language (Italian, Greek etc.) in Australia, they won't mix in properly. | 5. | SA | A | D | SD |
| 6. | School subjects should be taught in the migrant's own language as well as English so they don't fall behind. | 6. | SA | A | D | SD |
| 7. | It is useful for people to know more than one language. | 7. | SA | A | D | SD |
| 8. | Migrants should be taught school subjects in their own language as well as English so they will enjoy school more. | 8. | SA | A | D | SD |
| 9. | Migrant children should continue to learn their own language so they don't forget what they have already learned. | 9. | SA | A | D | SD |
| 10. | If migrant children were taught school subjects in both their own languages and English, they would be able to learn English better. | 10. | SA | A | D | SD |
| 11. | It is better for Australia if migrant children try to forget about their migrant backgrounds. | 11. | SA | A | D | SD |
| 12. | Migrant children don't need to be taught languages other than English in school because they can learn them at special ethnic schools (after normal school hours). | 12. | SA | A | D | SD |

13. Migrants should have to do their school work only in English so that they are forced to learn English quickly. 13. SA A D SD

14. It is hard enough for migrant children to learn English. It is silly for them to learn their own language as well. 14. SA A D SD

15. Learning a language other than English should be compulsory for all students from year 7 to 12. 15. SA A D SD

16. It is good for Australia if the migrants who come here keep learning their languages, customs, etc. 16. SA A D SD

17. It is a bad idea for migrants to learn their school subjects in their own languages as well as English because they won't bother to learn English well. 17. SA A D SD

18. Migrants choose to come to Australia so they should try to speak only English. 18. SA A D SD

19. To let migrant children learn school subjects in their own language as well as English is just giving them an easy way out. 19. SA A D SD

20. If migrants keep speaking their own language, they'll split the community into bits. 20. SA A D SD

21. It does not matter if children learn school subjects in two languages, it won't mix them up. 21. SA A D SD

22. Migrant parents should teach their language to their own children at home. 22. SA A D SD

23. It is very important for migrants to keep the traditions of the countries that they come from. 23. SA A D SD

24. It is a good idea for <u>all</u> children if school subjects are taught in more than one language at school. 24. SA A D SD

25. It is best for Australia if everyone only speaks English. 25. SA A D SD

26. It is not worth the bother to teach migrant children school subjects in their own language as well as English. 26. SA A D SD

| | | | | | |
|---|---|---|---|---|---|
| 27. Migrant children should rather learn French or German than their own language. | 27. | SA | A | D | SD |
| 28. It is alright for migrants to keep speaking their own languages as well as English, it won't harm Australia. | 28. | SA | A | D | SD |
| 29. If migrant children learn their school subjects in their own language as well as English, they will not learn English as well as they should. | 29. | SA | A | D | SD |
| 30. Migrant languages are as good as or better than English. | 30. | SA | A | D | SD |
| 31. It is good for Australia to have migrants who speak other languages not just English. | 31. | SA | A | D | SD |
| 32. It is unfair to expect migrant children to learn their own languages at special ethnic school at night or on the weekend. They should be able to learn them at school during the usual school hours. | 32. | SA | A | D | SD |
| 33. Migrant children don't want to speak in their own language now they are in Australia. | 33. | SA | A | D | SD |
| 34. Teaching migrant children school subjects in both their own language and English would help them to learn English more quickly. | 34. | SA | A | D | SD |
| 35. It is annoying when you hear migrant children talking in their own language. | 35. | SA | A | D | SD |
| 36. Migrant children are pretty clever knowing another language, not just English. | 36. | SA | A | D | SD |
| 37. It would be good for <u>non</u> migrant children (who speak only English) to learn school subjects in migrant languages as well as English because they could learn other languages. | 37. | SA | A | D | SD |
| 38. In Australia knowing two languages is helpful. | 38. | SA | A | D | SD |
| 39. Migrant children who learn their own languages in Australia fit into the Australian community very well. | 39. | SA | A | D | SD |
| 40. Migrant parents don't have time to teach their language to their children at home. | 40. | SA | A | D | SD |

SECTION B.

1. On the average, my teachers would be happy for school subjects to be taught in migrant languages (Italian, Greek, etc.) as well as English. SA A D SD

2. On the average, my teachers think that migrant children should forget their own languages and speak only English. SA A D SD

3. On the average, my teachers think migrant children should learn their school subjects only in English. SA A D SD

4. On the average, my teachers believe that migrant children should be able to learn their own languages at school. SA A D SD

5. On the average, my teachers believe that migrant children should be able to keep learning their own languages at special ethnic schools (after normal school hours) SA A D SD

SECTION C.

1. My parents think that migrant children should forget their own languages and speak only English. SA A D SD

2. My parents think that migrant children should learn their school subjects in English. SA A D SD

3. My parents believe that migrant children should be able to learn their own languages at school. SA A D SD

4. My parents would be happy for school subjects to be taught in migrant languages (Italian, Greek etc.) as well as English. SA A D SD

5. My parents believe that migrant children should be able to keep learning their own languages at special ethnic schools (after normal school hours) SA A D SD

SECTION. D.

1. On the average, my friends would be happy for school subjects to be taught in migrant languages (Italian, Greek, etc.) as well as English. SA A D SD

2. On the average, my friends think that migrant children should forget their own languages and speak only English. SA A D SD

3. On the average, my friends think migrant children should learn their school subjects only in English. SA A D SD

4. On the average, my friends believe that migrant children should be able to keep learning their own languages at school. SA A D SD

5. On the average, my friends believe that migrant children should be able to keep learning their own languages at special ethnic schools (after normal school hours) SA A D SD

SECTION E.

Below are statements which might be reasons for learning school subjects in migrant languages as well as English. Select the ones that you agree with and then put the numbers 1, 2 etc. in the boxes at the end of the statements below to show how important they are. Put 1 in the box next to the most important reason. Put 2 for the next most important reason, etc. If any statement is not a reason that you agree with, put a cross (X) in the box.

School subjects should be learned in migrant languages as well as English because ....

1. Migrant children can learn English better ☐
2. Migrant children will be able to continue learning their own languages ☐
3. Non migrant Australian students (who speak only English) will be able to learn other languages ☐
4. Migrant children will enjoy school more ☐
5. Migrant children will be able to learn more ☐

Imagine that the learning of school subjects in other languages as well as Englis has begun in your school. Students could use textbooks in English and another language of their choice. Which students do you think should learn this way? (Tick one box only)

6. Only migrant children ☐
7. Both migrant and non migrant children ☐

LA TROBE UNIVERSITY

SCHOOL OF EDUCATION

STUDENT LANGUAGE ATTITUDE STUDY

1980

Interview Response Sheet.

1. Background Data

(a) Enrolment _____

(b) % Migrant _____

(c) Year 7 enrolment _____

(d) Year 9 enrolment _____

(e) Year 11 enrolment _____

(f) Largest migrant group(s)

1. _____
2. _____
3. _____
4. _____
5. _____

2. Ethnic/Community Programmes

(a) Yes _____ No _____

| | Programme 1 | Programme 2 |
|---|---|---|
| (b) Language | | |
| (c) Years taught | | |
| (d) No. of students | | |
| (e) (i) Native speakers<br>(ii) Other non-E speakers<br>(iii) English speakers | | |
| (f) Date introduced | | |
| (g) Teachers, including how many | | |

3. Bilingual Education Programme

(a) Yes _____ No ___

| | Programme |
|---|---|
| (b) Native | |
| (c) Years taught | |
| (d) Nos. of students | |
| (e) (i) Native speakers<br>(ii) Other N-E s.s<br>(iii) English s.s | |
| (f) Date introduced | |
| (g) Teachers including how many | |

4. Migrant/T.E.S.L. Programme

(a) Yes _____ No _____

Programme

(b) Native

_____

(c) Years taught

_____

(d) Nos. of students

_____

(e) (i) New arrivals
(ii) Other migrants
(iii) Anglo-A's

_____

(f) Date introduced

_____

(g) Teachers including how many

_____

5. Bilingual/Ethnic Aides?

(a) Yes _____ No _____

(b) No _____

(c) Languages: 1. _____
2. _____
3. _____
4. _____
5. _____

(d) Aide participation: Programme 2 _____
3 _____
4 _____

6. Other Programmes/Services

(i)
(ii)
(iii)
(iv) _____
(v) _____
(vi) _____
(vii) _____
(viii) _____
(ix) _____
(x) _____

7. Anything else?

# APPENDIX 3

## Items Comprising the Attitude Scales

The Preface to the items stated the following:

There are a number of statements about language learning in this questionnaire.

You should give your opinion about these statements as quickly as you can.

There are no 'right' or 'wrong' answers. This is not a test or exam; what we want is your opinion. Please do not write what you ought to believe, or what other people want you to believe. Try to indicate what you think.

Circle SA if you Strongly Agree with the Statement.

Circle A if you tend to Agree with the Statement.

Circle D if you tend to Disagree with the Statement.

Circle SD if you Strongly Disagree with the Statement.

Please circle one letter only.

Scale: Attitude to Ethnic Language Maintenance (Personal Benefits)

| | | | | | |
|---|---|---|---|---|---|
| 1. | Migrant children should be able to talk to their parents in their parents' own language. | SA | A | D | SD |
| * 2. | In Australia English is the only language anyone needs to know | SA | A | D | SD |
| 3. | It is useful for people to know more than one language. | SA | A | D | SD |
| 4. | Migrant children should continue to learn their own language so they don't forget what they have already learned. | SA | A | D | SD |
| * 5. | Migrant children don't need to be taught languages other than English in school because they can learn them at special ethnic schools (after normal school hours). | SA | A | D | SD |
| * 6. | It is hard enough for migrant children to learn English. It is silly for them to learn their own language as well. | SA | A | D | SD |
| 7. | It is very important for migrants to keep the traditions of the countries that they come from. | SA | A | D | SD |

| | | | | | |
|---|---|---|---|---|---|
| 8. | Migrant languages are as good as, or better than English. | SA | A | D | SD |
| 9. | It is unfair to expect migrant children to learn their own languages at special ethnic school at night or on the weekend. They should be able to learn them at school during the usual school hours. | SA | A | D | SD |
| * 10. | Migrant children don't want to speak in their own language now they are in Australia. | SA | A | D | SD |
| 11. | Migrant children are pretty clever knowing another language, not just English. | SA | A | D | SD |
| 12. | In Australia knowing two languages is helpful. | SA | A | D | SD |

Scale: Attitude to Ethnic Language Maintenance (Societal Benefits)

| | | | | | |
|---|---|---|---|---|---|
| * 1. | If migrant children continue to learn their own language (Italian, Greek etc.) in Australia, they won't mix in properly. | SA | A | D | SD |
| * 2. | It is better for Australia if migrant children try to forget about their migrant backgrounds. | SA | A | D | SD |
| 3. | It is good for Australia if the migrants who come here keep learning their language, customs, etc. | SA | A | D | SD |
| * 4. | Migrants choose to come to Australia so they should try to speak only English | SA | A | D | SD |
| * 5. | If migrants keep speaking their own language, they'll split the community into bits. | SA | A | D | SD |
| 6. | It is best for Australia if everyone only speaks English. | SA | A | D | SD |
| 7. | It is all right for migrants to keep speaking their own languages as well as English, it won't harm Australia. | SA | A | D | SD |
| 8. | It is good for Australia to have migrants who speak other languages not just English. | SA | A | D | SD |
| * 9. | It is annoying when you hear migrant children talking in their own language. | SA | A | D | SD |
| 10. | Migrant children who learn their own languages in Australia fit into the Australian community very well | SA | A | D | SD |

Scale: Attitude to Bilingual Education

| | | | | | |
|---|---|---|---|---|---|
| 1. | Migrants should be taught school subjects (for example, History, Science) in their own language as well as English so they will understand better. | SA | A | D | SD |
| 2. | School subjects should be taught in the migrant's own language as well as English so they don't fall behind. | SA | A | D | SD |
| 3. | Migrants should be taught school subjects in their own language as well as English so they will enjoy school more. | SA | A | D | SD |
| 4. | If migrant children were taught school subjects in both their own languages and English, they would be able to learn English better. | SA | A | D | SD |
| * 5. | Migrants should have to do their school work only in English so that they are forced to learn English quickly. | SA | A | D | SD |
| * 6. | It is a bad idea for migrants to learn their school subjects in their own language as well as English because they won't bother to learn English well. | SA | A | D | SD |
| * 7. | To let migrant children learn school subjects in their own language as well as English is just giving them an easy way out. | SA | A | D | SD |
| 8. | It does not matter if children learn school subjects in two languages, it won't mix them up. | SA | A | D | SD |
| 9. | It is a good idea for <u>all</u> children if school subjects are taught in more than one language at school. | | | | |
| * 10. | It is not worth the bother to teach migrant children school subjects in their own language as well as English. | SA | A | D | SD |
| * 11. | If migrant children learn their school subjects in their own language as well as English, they will not learn English as well as they should. | SA | A | D | SD |
| 12. | Teaching migrant children school subjects in both their own language and English would help them to learn English more quickly. | SA | A | D | SD |

13. It would be good for non migrant children (who speak only English) to learn school subjects in migrant languages as well as English because they could learn other languages.

SA A D SD

Scoring:

| | |
|---|---|
| SA (Strongly Agree) | = 5 |
| A (Agree) | = 4 |
| D (Disagree) | = 2 |
| SD (Strongly Disagree) | = 1 |
| Missing Data or 'Don't know responses' | = 3 |

* Negative items were recoded so that

| | |
|---|---|
| SA | = 1 |
| A | = 2 |
| D | = 3 |
| SD | = 4 |

The items that were scored as 'negative' items are asterisked (*)